

Knowle Park Primary School

Queenshill Road, Bristol, BS4 2XG

Inspection dates 8–9 July 2015

Overall effectiveness	Previous inspection:	Good	2
	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 and senior leaders work together as an effective team. They are highly ambitious for the school and for all pupils to reach their full potential
- All staff share leaders' commitment and ambition. Staff morale is high.
- Governors provide rigorous challenge and support. They are fully committed to continuous improvement.
- By the end of Year 2 and Year 6, most pupils reach the expected standards for their age. Standards across the school are rising.
- All groups of pupils, including the disadvantaged, the disabled and those with additional needs, make at least good progress from their starting points.
- The quality of teaching is consistently good or better across the school. Well-planned lessons stimulate pupils' interests so pupils are keen to learn, and tackle tasks willingly.
- The school is a friendly, welcoming place to be. Pupils' behaviour is good. Pupils show a pride in their school, and enjoy learning.
- Pupils are kept safe whilst in school. They say that they can approach any adult in school if they feel unsure about anything. Almost all parents agree that their children feel safe.
- Provision in the early years is good. Due to good teaching and effective support, children achieve well from their different starting points and are well prepared for Year 1.
- An exciting and stimulating range of learning experiences 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

- Too few pupils attain the higher levels at the end of Key Stage 1 and Key Stage 2.
- In a minority of lessons, not all groups of pupils are given the right level of challenge and, therefore, do not make the progress they could.
- Marking does not always provide pupils with the clear advice they need to improve. In a small number of cases, teachers do not check that pupils have followed their advice.
- Leaders' plans for improvement are focused on the right priorities, but the systems used to check the impact of improvement are not effective.

Information about this inspection

- The inspectors observed a range of lessons across each key stage, six of which were joint observations with senior leaders. In addition, inspectors talked to pupils about their work, looked at books, listened to some pupils read and observed pupils at break times and lunchtimes.
- Inspectors held meetings with the headteacher, senior leaders and staff with key leadership responsibilities. Inspectors had discussions with pupils, governors and a representative of the local authority.
- Inspectors looked at a wide range of documents including: the school's own checks on the quality of teaching; the school improvement plan; information on pupils' progress; and, records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the 71 responses to the online questionnaire, Parent View, and the views of parents during the course of the inspection. The inspector also took account of 38 returns to the staff questionnaire completed during the inspection

Inspection team

Carol Warrant, Lead inspector	Additional Inspector
Lesley Voaden	Additional Inspector
Spencer Allen	Additional Inspector
Marilyn Cole	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of disadvantaged pupils, those who are supported through the pupil premium, is above the national average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is broadly in line with the national average.
- The school met the government's current floor standards in 2014, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children attend full time in the Reception classes.
- One pupil attends alternate provision at Education First. This provision provides specialist support for pupils with behaviour difficulties.
- A primary age class from Knowle DGE Learning Centre is housed in the school. Pupils in this class are not on the school's roll; therefore, this provision was not included in the inspection.
- A breakfast club is run by a private provider and did not form part of this inspection.
- There have been a number of staff changes in the last year, including the appointment of a new headteacher and an additional deputy headteacher.
- The new headteacher has been supported by a National Leader of Education from Bridge Farm Primary School, Bristol.

What does the school need to do to improve further?

- Raise the quality of teaching so that pupils make even faster progress and more pupils reach the higher levels at the end of Key Stage 1 and Key Stage 2, by making sure that:
 - all groups of pupils are given the right level of challenge
 - marking is always clear and detailed, so that pupils know how well they have done and what they need to improve
 - pupils make the necessary improvements to their work.
- Improve leadership and management by ensuring that all improvement plans:
 - have sharper, more precise objectives
 - specify who will check the impact and when and how success will be measured.

Inspection judgements

The leadership and management are good

- Leaders work in close partnership and they have established a very positive climate for learning. Their high aspirations are shared by staff and governors. This has led to improvements in pupils' behaviour and achievement and the quality of teaching across the school.
- Senior and middle leaders are resolutely focused upon improving pupils' attainment and progress and have identified correct areas for improvement. However, plans for these improvements do not always specify the intended outcomes, who will check the impact and how success will be measured. As a result, further school improvement is not always sharply focused.
- Leaders check that the behaviour, progress and attendance of any pupils in alternative provision are monitored closely.
- Middle leaders are increasingly effective. They routinely check the quality of teaching and its impact on pupils' progress. In addition, they identify and provide opportunities for teachers and teaching assistants to engage in professional development in order to raise pupils' achievement further.
- The curriculum is well thought out. The many exciting and creative activities which engage and excite pupils in their learning are helping to drive up pupils' attainment and ensure that pupils always try their best. The provision for outdoor learning is excellent. It captures the imagination and interest of pupils and has a very positive impact on pupils' academic, physical and social development. In addition, pupils have many opportunities to develop musical, sporting and artistic skills.
- The school promotes pupils' spiritual, moral, social and cultural development well. Tolerance and respect for the views of others are promoted through many aspects of the school's values, beliefs and attitudes, assemblies and the curriculum. Consequently, pupils are well prepared for life in modern Britain.
- Additional funding to support disadvantaged pupils is used effectively to increase achievement and progress in reading, writing and mathematics. Teaching assistants and other adults provide high quality support to individuals and small groups. As a result of this targeted support, a large majority of these pupils are making good progress.
- The use of the primary sport funding engages specialist staff, trains teachers and extends the range of sports on offer. More pupils are engaged in additional physical activities and there are wider opportunities to compete in a range of sports. Teachers are increasing their teaching skills in a number of areas within physical education and sport.
- The local authority holds an accurate view of the school's effectiveness. It has provided challenge, as well as targeted support, in key areas of school improvement to both senior leaders and governors. This input has contributed to the improvements in the school's stronger performance this year.
- Equality of opportunity has a high priority across the school. Discrimination of any kind is not tolerated. This ensures that good relationships are promoted very effectively. The school works in close partnership with parents. The vast majority of parents who responded to the Parent View questionnaire indicate they have full confidence in the school's senior leaders.
- Safeguarding and child protection arrangements meet requirements. Procedures are well established and effective systems are in place to meet the day-to-day management, care and protection of children.
- **The governance of the school:**
 - The governing body is ambitious for the school. It is kept well informed through reports from the headteacher. In addition, governors complete regular visits to the school, including learning walks that are undertaken with senior and middle leaders. They receive regular up-to-date information on pupils' achievement and the quality of teaching. They make very good use of this information to hold leaders to account. As a result, governors provide effective support and challenge to school leaders and this is contributing significantly to the school's improvement.
 - Governors make sure that finances, including additional pupil premium funding and primary sport funding, are used effectively to promote pupils' progress. Governors ensure that the school's pay policy is linked to teachers' performance, and they are fully aware of how underperformance is addressed.
 - Governors ensure that all statutory requirements, including safeguarding, are met and are effective.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are proud of their school and welcome visitors warmly. They are well motivated and want to learn. In lessons, pupils listen carefully, follow instructions well and are keen to succeed. Their neatly presented books show the pride they take in their work.
- Pupils say that behaviour is good. They understand the school's rules and the rewards and sanctions system and think that staff apply these fairly. Pupils say that bullying is rare. They trust the adults to deal with any concerns they have.
- Pupils cooperate well in lessons. They enjoy sharing their ideas and explaining their thinking. However, sometimes, when work is not at the right level of challenge, some pupils lose concentration and do not make the progress they should.
- Pupils make a good contribution to the life of the school, taking on responsible roles such as being members of the school council. Year 6 pupils show great maturity and take their responsibilities seriously when they act as buddies to the Reception children at lunchtimes.
- Parents who contributed to Parent View and those who spoke with inspectors think that behaviour is good. Staff who responded to the inspection questionnaire believe that behaviour in school is good and consistently well managed.
- Exclusions are rare; however, when they are necessary, the school follows detailed procedures, including the use of alternative provision if deemed necessary. The behaviour, progress and attendance of any pupils in alternative provision are monitored closely.

Safety

- The school's work to keep pupils safe and secure is good. Pupils who spoke with inspectors throughout the inspection said that they felt safe in school. They were clear that they could approach any member of staff, who would help them with any difficulty.
- Pupils have a good understanding of how to stay safe, both in and out of school. Pupils are well informed about the different forms bullying can take, including racist, homophobic and e-safety concerns. Pupils correctly believe that incidents of bullying are very rare and know what to do if they should occur. As a result of their studies in many subjects and well-planned assemblies, pupils are knowledgeable and tolerant of the views and beliefs of others.
- Leaders have taken decisive action to improve rates of attendance and punctuality. Rigorous checks on absence and the promotion of the positive benefits of regular attendance contribute to improved rates of attendance and punctuality. Attendance is now average, and improving.
- Staff and governors are well trained in safeguarding procedures. Policies and procedures are regularly reviewed to ensure they are effective and pupils are kept safe.
- Almost all parents who responded to Parent View say that the school keeps their child safe, with a very large majority strongly believing that this is the case.

The quality of teaching

is good

- Senior leaders' strong focus on improving the quality of teaching is proving successful. The quality of teaching is now consistently good, with some that is outstanding.
- The overall quality of teaching is typified by warm, strong relationships and well-planned learning activities that help to promote pupils' interests and engagement in their learning. Planning is effective and pupils are clear about their learning.
- Teachers use good subject knowledge to question pupils skillfully, in order to identify and overcome any misunderstandings and deepen their thinking.
- Checks on what pupils can do are regular and accurate and, as a result, teachers have a clear understanding of the learning needs of all pupils and the progress of which they are capable. Learning is most successful when teachers have high expectations of what pupils can achieve. However, occasionally, when the work set is not demanding enough, the progress of pupils is not as rapid as it might be. This prevents some pupils, especially the most able, reaching the highest possible standards.
- Mathematics has been a focus in the current year. All staff have undertaken training, so there is a consistent approach to the teaching of this subject across the school. Pupils' ability to reason is being extended; pupils have to think carefully and increasingly use a range of mathematical skills and knowledge to solve problems.
- The teaching of reading is good and pupils enjoy the books they read. Pupils read widely and often, both in school and at home. The well-stocked school libraries, which are managed by adult librarians, are a popular resource. Early reading skills are developed well through careful teaching of phonics (letters and

the sounds they make). These skills are built on well as pupils move up the school and, as a result, achievement in reading is strong and improving.

- The teaching of writing is effective. Because pupils talk about and plan their writing, standards have improved considerably. Spelling, grammar and punctuation are taught well and systematically, giving pupils the tools they need to improve their writing. Pupils regularly practise their writing skills in other subjects. All of this contributes to the rising achievement in writing.
- Strong teamwork exists between teachers and well-trained teaching assistants. Together they ensure that pupils who need extra help, including disadvantaged pupils and those with special educational needs, are given the support they need and, as result, all groups of pupils achieve well.
- Although marking has improved recently, pupils are not always given the advice they need to improve their work, especially in mathematics. When pupils do not make improvements and this goes unchecked, pupils do not make the good progress they should.

The achievement of pupils

is good

- Children are given a good start to their education in the early years. At the end of Key Stage 1 and Key Stage 2 in 2014, pupils reached standards which were in line with the national average in reading, writing and mathematics. This represents good progress from their starting points. Inspection evidence confirms that current Year 6 pupils are doing better than in 2014. An increasing proportion of these pupils is making more than expected progress in reading, writing and mathematics.
- School records and evidence in pupils' books confirm that, across the school, most pupils are making good progress. Improvements in the quality of teaching and increased expectations of the progress pupils should make are leading to a larger proportion of pupils achieving and exceeding the standards expected for their age.
- In 2014, the proportion of pupils who achieved the expected standard in the Year 1 phonic screening check was above the national average. Standards shown by pupils currently in Year 1 show that their phonic skills have risen further this academic year. Inspection evidence shows this is due to year-on-year improvements in teaching to support pupils both in reading and writing.
- The most-able pupils in Year 6 and across the school are identified clearly. Staff now target work more carefully to help these pupils to attain well, and standards for these pupils this year are above the expectations for their age.
- Disabled pupils and those who have special educational needs make the same progress as their classmates, unless they have very complex needs. Staff quickly identify those pupils with additional needs and provide effective support to address learning gaps and remove any barriers. Inspection evidence confirms that those pupils judged to have special educational needs are currently making good progress from their various starting points.
- From their lower starting points, disadvantaged pupils make the same good or better progress as other pupils in the school and others nationally. By the end of Key Stage 2 in 2014, compared with their peers in school, the attainment of these pupils was three terms behind in reading and writing and two terms behind in mathematics. Compared to all pupils nationally, disadvantaged pupils were approximately a term behind in mathematics, and two terms behind in reading and writing. Current school data and inspection evidence indicate that the gap is closing quickly; currently, disadvantaged pupils in Year 6 are just over a term behind in all of reading, writing and mathematics. Disadvantaged pupils across the school also make good progress and any gaps between them and their classmates close as they move through the school.

The early years provision

is good

- Leadership of the early years is good. Effective systems for checking children's progress have been established and staff capture and record significant milestones in each child's development.
- Provision is well organised, stimulating and exciting. The quality of teaching is consistently effective and, as a result, children make good progress.
- Children get off to a very good start in their school life. They join the Reception classes with skills and knowledge that are generally typical for their age. Good provision enables children to make at least good progress; the proportion reaching a good level of development for their age by the end of early years was above the national average in 2014, and continues to rise. Children are well prepared to continue their learning in Year 1.
- Staff work as a strong team and all know the children extremely well. Activities, including the sessions led

by the adults, are constantly reviewed and adapted to respond to children's interests and their various learning needs. Great emphasis is placed on developing independence, social skills, curiosity and enjoyment.

- The early years classrooms have been improved and the outdoor space extremely well developed since the last inspection. Both spaces provide a wealth of interesting, safe and secure experiences in all areas of learning. However, occasionally, children's learning is not always maximised in activities that the children choose themselves.
- Parents feel welcome in school. They feel well informed and hold highly positive views of the teaching and care provided for their children.
- Safeguarding arrangements are securely in place and all necessary steps are taken to keep children safe at all times.
- Children's behaviour is very good. Expectations are high and routines are well established. Children share and play happily together and show care and consideration for others.

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	135203
Local authority	Bristol City of
Inspection number	461796

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	615
Appropriate authority	The governing body
Chair	Steve Lamprey
Headteacher	Andrew Dewey
Date of previous school inspection	21–22 May 2012
Telephone number	01173772678
Fax number	01173772679
Email address	knowle.park.p@bristol.gov.uk

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