

Staple Hill Primary School

Page Road, Staple Hill, Bristol, South Gloucestershire BS16 4NE

Inspection dates

25–26 September 2018

| Overall effectiveness | Requires improvement |
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| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Requires improvement |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is a school that requires improvement

- In recent years, pupils' outcomes in writing and mathematics at the end of key stage 2 have been considerably lower than those of other pupils nationally.
- Over time, weak teaching has meant that pupils have not achieved as well as they could. Leaders' actions are now securing rapid improvements.
- Middle leaders have begun to make a positive difference to the progress that pupils are making in their subjects. Despite these initial gains, it is too early to see the full impact of their work on pupils' achievement across the curriculum.
- In the past, pupils did not achieve well because governors did not hold leaders sufficiently to account.
- Pupils in key stage 2 do not have enough opportunities to practise skills of problem solving or reasoning. As a result, their progress in mathematics is hampered.
- Teachers do not provide sufficiently challenging work in mathematics, particularly for the most able pupils. On too many occasions, teachers do not intervene swiftly enough to adapt teaching and the curriculum when pupils' learning falters. As a result, not enough pupils achieve highly enough in mathematics given their capabilities.
- Over time, teaching has not been effective for disadvantaged pupils. Although diminishing, the difference in the performance of this group in mathematics when compared to non-disadvantaged pupils remains too wide.

The school has the following strengths

- The recently appointed executive headteacher, headteacher and restructured governing body have taken swift and decisive action to bring about rapid improvements.
- Governance has improved, and leaders have the capacity to support the school in its drive and ambition for better outcomes for pupils.
- Effective teaching of phonics ensures that pupils are well prepared for the next stage of their education.
- Pupils behave well and enjoy school. This is because of the positive relationships that pupils have with staff and each other.
- The early years provision is a hive of activity. Children get off to a good start to their education and are well prepared for Year 1.
- Attainment across the school is rising rapidly. New approaches have had a positive impact, particularly in writing.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - making sure that governors continue to have a precise and accurate picture of the school's effectiveness, so they can act swiftly to hold leaders to account
 - developing further the skills of middle leaders for checking on and influencing improvements in teaching
 - ensuring that the mathematics curriculum is appropriately balanced so that pupils have sufficient opportunities to develop and apply a full range of mathematical skills.
- Improve the quality of teaching, learning and assessment by making sure teachers:
 - use their knowledge of what pupils can know, understand and can do, to match work more accurately to pupils' needs, particularly in mathematics
 - provide pupils in mathematics with increased opportunities to develop their problem-solving and reasoning skills
 - intervene more quickly when pupils are ready to move onto more challenging work.
- Improve outcomes in mathematics by:
 - continuing to strengthen pupils' progress so that more pupils can work at greater depth and progress overall is at least in line with the national figures
 - continuing to diminish the difference between the achievement of disadvantaged pupils and other non-disadvantaged pupils nationally.

Inspection judgements

Effectiveness of leadership and management

Good

- Since their appointment in 2017, the executive headteacher and headteacher have made rapid improvements in addressing the weaknesses in the school. They acknowledge there is still more to do, particularly in mathematics, but have no intention of resting on their laurels.
- Pupils are now able to learn in a calm and purposeful environment that enables them to flourish. One of the executive headteacher's first priorities was to establish good behaviour. As a result, exclusions have reduced significantly.
- Alongside improving behaviour, leaders have made a good start in raising standards in writing. The impact of their work is clear across the school. Teachers are teaching well-structured lessons that enable pupils to make good progress. Work in books for current pupils and 2018 unvalidated performance information indicate that pupils are now making the progress of which they are capable.
- Leaders recognised that the original system for recording assessment information was not reliable. They therefore put in a place a new assessment system. This has positively transformed teachers' ability to discuss pupils' progress and to plan pupils' next steps in education with clarity and purpose.
- Middle leaders are enthusiastic and knowledgeable about their areas of responsibility. The executive headteacher brokered arrangements for a specialist leader of education in English to successfully support the middle leader in 2017. As a result, there is now significant capacity in the leadership of English across the school.
- The recently appointed mathematics leader knows precisely what is required to continue the rapid transformation of mathematics. He is knowledgeable and an experienced leader of mathematics but has yet to influence the development of mathematics teaching to the extent needed to secure pupils' progress fully.
- Collectively, leaders are an effective team, respected by staff. Staff are motivated to support continued improvement. In a period of instability for the school, staff have worked extremely hard to ensure the best possible outcomes for pupils. All staff are proud to work at Staple Hill Primary School.
- The wider curriculum provides a wealth of opportunities for pupils to develop good personal development skills and to be well prepared for life in modern Britain. Art, inspired by artists such as Matisse, is particularly impressive. External visits provide a range of opportunities for pupils to learn about their locality. For example, members of the school council spoke highly of their visit to the deputy mayor's office, learning about democracy.
- Leaders' promotion of the school's values through pupils' spiritual, moral, social and cultural development means the school is a calm and considerate environment where pupils mix happily together. Pupils were keen to share with inspectors their school values and how they impact upon their daily life.
- The local authority acted in 2017 to establish a new leadership team and provide external support and challenge. This is helping to provide governors with an accurate

view of the quality of education and to challenge leaders to continue to raise standards.

- Leaders use additional funding for those pupils who have special educational needs (SEN) and/or disabilities effectively. Leaders' well-thought-out provision makes sure that these pupils have high-quality support in school. This contributes to this group of pupils making good progress.
- The primary school physical education and sport premium funding is used well. Pupils have a range of opportunities to take part in sport with specialist coaching. For example, at lunchtimes, pupils can take part in golf. Pupils say how much they enjoy the wide offer that the school provides in sport.
- The additional funding for disadvantaged pupils is used effectively. It has improved attendance for these pupils. Disadvantaged pupils achieve well in reading and writing, but more work is needed in mathematics across key stage 2.

Governance of the school

- Following a review and a restructure of governance in 2017, governors are now making an effective contribution to the leadership of the school. However, over time, they have not challenged leaders effectively to ensure that teaching is good, and that pupils achieve well.
- Governors took effective action when they were faced with the resignation of the previous headteacher. When recognising the likelihood of starting 2017 without a headteacher, they were quick to ask for support from the local authority. They have worked efficiently to secure high-quality leadership for the school and to rapidly address the issues regarding standards.
- Governors have undertaken a range of training and now have a clear understanding of how all groups of pupils are achieving. They know that further work is required in mathematics, particularly for disadvantaged pupils, to ensure that they make better progress. Governors meet regularly with leaders to check that additional government spending for disadvantaged pupils and those pupils who have SEN and/or disabilities is being used effectively.
- Governors visit the school regularly and provide both support and challenge to the new leadership team. They have arranged for external scrutiny to ensure that what they are being told is an accurate reflection of the school.
- The governing body is diligent in carrying out its responsibilities to safeguard pupils. For example, governors have worked with the local authority to secure resources to support staff knowledge and understanding of the 'Prevent' duty and training regarding female genital mutilation. There is a governor responsible for overseeing and monitoring safeguarding. She carries out this role thoroughly.

Safeguarding

- The arrangements for safeguarding are effective.
- Training for staff in child protection means they are knowledgeable and up to date with the most recent guidance and legislation. It was clear that appropriate training for staff

and governors had been effective in being able to identify the signs and symptoms of pupils at risk from sexual exploitation, female genital mutilation and radicalisation.

- Staff are vigilant and know what to do should they have any concerns. Leaders are tenacious in making sure safeguarding is a high priority throughout the school. For example, a weekly email to all staff promotes national and local safeguarding updates.
- Pupils spoken to were unanimous in their view that they feel safe in school and know how to keep themselves safe, inside and outside school, including when using the internet. Most parents and carers feel that the school keeps their children safe and well looked after.

Quality of teaching, learning and assessment

Requires improvement

- Work set in mathematics is not challenging pupils well enough for them to make good progress in key stage 2. This is particularly noticeable for the most able pupils. In mathematics, work set is often too easy for these pupils and teachers do not intervene to adjust and challenge the pupils further.
- A scrutiny of current pupils' work shows pupils' limited ability to demonstrate and apply a full range of mathematical skills. Too often, pupils are not given an opportunity to practise and develop their skills of problem solving and reasoning. There is an overemphasis on the teaching of number and calculation. Consequently, pupils are not developing the skills required to be able to solve mathematical problems efficiently.
- The standard of writing has improved rapidly across the school. Pupils learn how to organise their writing for purpose, effectively using punctuation and with a clear intention for the reader.
- Teaching assistants help pupils who have SEN and/or disabilities make good progress. They support small groups or individual pupils well. Additional support is planned effectively, resulting in high-quality teaching.
- Since the implementation of the school's new assessment system, pupils who struggle with their learning are identified early. This enables teachers to deploy an effective range of learning opportunities to help them catch up.
- The teaching of phonics is good. Pupils benefit from well-designed phonics sessions. At the start of 2017, leaders changed the approach to how phonics was being taught. This has had a positive impact upon pupils' ability to read. Consequently, pupils are getting more opportunities to apply their reading skills to develop their writing skills further.
- Pupils study a range of interesting topics, such as 'Traders and Raiders', where they learn about historical figures who have had a significant impact upon Britain. Topic books in both key stage 1 and key stage 2 are neatly presented and writing is of the same quality as seen in English books. Pupils told inspectors that they enjoy the curriculum that the school provides and that they find it relevant and interesting.
- Good relationships and mutual respect between pupils and adults permeate the school. This enables lessons to flow smoothly and pupils appreciate the support they receive. Pupils are positive about the homework that they receive. Overall, pupils are well prepared for the next stage of their education.
- Most parents who responded to the online Ofsted questionnaire, Parent View, or who

spoke to inspectors, said that they feel their children are taught well and generally make good progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils spoken to say they enjoy school and are safe. They say they like the trips and visits that are organised and report that they help support their learning. A particular favourite with pupils in Years 3 and 4 was the visit to the Roman Villa.
- The school provides regularly assemblies about safety and pupils feel that they are valuable in teaching them how to stay safe. Pupils have a good understanding about how to keep safe, including when using the internet.
- Senior leaders have good support systems in place to manage any behaviour that is unacceptable. Pupils say bullying is rare, but if it does happen they have confidence that adults will resolve any problems swiftly. Pupils are clear that any falling out is usually resolved quickly.
- Pupils have good opportunities to take on leadership roles across the school, such as 'violet club', where pupils are chosen to support adults with younger pupils at lunchtime. Pupils use democratic processes to vote for their school council and they feel that senior leaders listen to councillors and act upon their ideas and views.
- Parents who spoke with inspectors are confident that pupils are safe and well cared for in school. Similar confidence was shown by parents who responded to Ofsted's survey, Parent View.

Behaviour

- The behaviour of pupils is good.
- Senior leaders have placed a significant emphasis on improving behaviour and reducing exclusions. Pupils now manage their behaviour well, both inside and outside the classroom. They uphold the school's ethos and say that most pupils behave well.
- Pupils consider behaving well to be very important. Because behaviour systems have been refined, pupils are fully aware of how to behave and the consequences of poor behaviour.
- Following decisive action by senior leaders, attendance and persistent absence are in line with the national average. The leadership team has worked hard with pupils and parents and has had notable success. The school's family support adviser is very successful at supporting vulnerable pupils and their families.
- The school is a warm and welcoming place to be. In class, lessons flow smoothly because behaviour is good. Occasionally, some pupils lose concentration when the work is not well matched to their needs.

Outcomes for pupils

Requires improvement

- For the past two years, progress in writing and mathematics, as shown by performance in end-of-key-stage-2 national tests, has been in the lowest 20% of schools nationally. However, unvalidated information for 2018 suggests that writing will be above the national average. Although greatly improved, mathematics is set to remain below the national average.
- By the end of 2017, the proportion of pupils reaching the higher standards at the end of key stage 2 for reading and writing was in line with the national average. However, the proportion of pupils reaching such standards in mathematics fell below the national figure. Information provided by the school and unvalidated performance information for 2018 indicate a similar pattern of performance.
- At the end of key stage 1 in 2017, pupils achieving the expected standard in reading, writing and mathematics were broadly in line with the national average. This was a significant improvement from 2016. Current pupils' work and 2018 outcomes demonstrate that this upward trend is set to continue, including for the most able pupils.
- In the past, disadvantaged pupils in key stage 2 did not make good progress in writing and mathematics. However, currently the work of disadvantaged pupils across the school indicates swift and secure improvement as evidenced by the progress they are making. Comparison of results in 2018 national tests shows a similar pattern to that achieved by other non-disadvantaged pupils at the school.
- Scrutiny of pupils' work, discussions with pupils about their work and the school's own assessment information suggests that progress is improving rapidly across key stage 1 and key stage 2 in a range of subjects.
- Pupils who have SEN and/or disabilities are making good progress considering their starting points. Leaders precisely identify the needs of these pupils carefully and make sure that skilled teaching assistants support these pupils well.
- Reading is a strength of the school. Pupils read widely and often with adults and have a wide range of texts to support their reading development. They read fluently and understand what they are reading. They report that they enjoy reading and the school promotes reading well.
- For the past three years, the proportion of pupils attaining the expected standard in the Year 1 phonics screening check has been in line with or above the national average. Pupils in Year 1 have continued to benefit from a systematic approach to the teaching of good skills in phonics.

Early years provision

Good

- The early years leader has forged strong partnerships with local nursery providers, and therefore children are well prepared for and settle quickly into their Reception Year.
- Children enter the Reception Year with varying skills. However, most make good progress in Reception and are well prepared for the next stage in their education by the time they leave for Year 1.

- The Reception classes are abuzz with activity. A wide range of indoor and outdoor activities are planned to meet pupils' needs and the interests they enjoy. There are good opportunities for pupils to develop their knowledge of the world and develop their fine motor skills.
- Teaching is effective. Adults are especially skilled in the teaching of phonics. They have high expectations of the children and challenge and support children to produce their very best work. Children enjoy the challenges that are set and tackle them with enthusiasm and excitement.
- In 2017, the proportion of children attaining a good level of development by the end of Reception was above average. Unvalidated information, provided by the school, suggests that for 2018 the school will remain above average. Although the number of disadvantaged children is small, they are making good progress similar to that of their peers.
- Leaders use an online recording system to record children's progress and important educational milestones. This allows parents to see what their children are learning and to contribute fully. Parents receive training from the school to ensure that any information provided meets the set criteria and supports ongoing assessment. Parents spoken to are very positive about the care and education their children are receiving. One parent comment was typical of many: 'It is a great school, we are delighted to be here.'
- The Reception class follows the school's policies. All the appropriate welfare and safeguarding requirements are met. Children's personal development and welfare have a high profile. If concerns are raised, they are dealt with very swiftly through the parent liaison.

School details

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| Unique reference number | 109018 |
| Local authority | South Gloucestershire |
| Inspection number | 10048028 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 306 |
| Appropriate authority | The governing body |
| Chair | Leigh Hammond |
| Headteacher | Arwa Said |
| Telephone number | 01454 867 240 |
| Website | www.staplehillsschool.co.uk |
| Email address | enquiries@staplehillsschool.co.uk |
| Date of previous inspection | 24–25 March 2015 |

Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils are of White British background.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils who are known to be eligible for free school meals is above that found nationally.
- The proportion of pupils who have support for SEN and/or disabilities is below average.
- The proportion of pupils with an education, health and care plan is above average.
- In the early years, children enter full-time education in Reception.
- A new headteacher and executive headteacher were appointed in September 2017.
- The governing body was restructured in September 2017.

Information about this inspection

- Inspectors observed learning in lessons across the school. Some observations were undertaken jointly with senior leaders. Inspectors also observed pupils' behaviour around the school and at break and lunchtime. An inspector also visited the breakfast club and an extra-curricular after-school club.
- Meetings were held with the executive headteacher, headteacher and senior leaders, including the mathematics and English leaders, the person responsible for safeguarding, two local authority representatives and the leader with responsibility for pupils who have SEN and/or disabilities.
- Inspectors also held a meeting with four governors, including the chair of the governing body.
- Inspectors spoke with pupils informally during their break and lunchtimes and in class. They also held a more formal discussion and listened to groups of pupils read.
- Inspectors examined a range of documentation provided by the school, including minutes of meetings of the governing body, the school's self-evaluation document, the school's improvement plan and documentation relating to safeguarding of pupils.
- Inspectors examined a sample of pupils' books from across the school.
- Inspectors spoke with parents as they brought their children to school in the morning and considered 53 responses to the Ofsted online survey, Parent View. They also considered the 39 responses to the staff survey.

Inspection team

| | |
|---------------------------------|-------------------------|
| Matt Middlemore, lead inspector | Her Majesty's Inspector |
| Nick Sheppard | Ofsted Inspector |
| Steve Smith | Her Majesty's Inspector |

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