

Inspection of Staple Hill Primary School

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

Inspection dates: 15 and 16 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Staple Hill is a welcoming school where pupils' different cultures, experiences and abilities are celebrated. Leaders and staff share a vision to ensure pupils become confident and independent learners who can 'make a difference' to the world in the future.

From the early years, children learn how to behave well. The vibrant and relevant curriculum captures pupils' interest. They engage with learning. There is little disruption in lessons. The small number of pupils who find it harder to behave are supported effectively. Pupils know what bullying is and say it is rare. They know adults will sort it out. Pupils feel safe and parents agree. Pupils and parents often comment on the community spirit of Staple Hill. As a parent put it, 'Honestly, it feels like a family'.

Leaders are determined that pupils succeed. Pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and the many pupils who speak English as an additional language learn well here. Pupils enjoy the clubs, trips and cultural opportunities provided. They are proud of themselves and their school. Pupils enjoy roles of responsibility, such as becoming one of the class ambassadors who greet visitors and describe their learning.

What does the school do well and what does it need to do better?

Leaders and staff have considered carefully the knowledge they want pupils to learn across the curriculum. They are rightly proud of the way the curriculum helps pupils learn about their own communities and cultures, as well as the locality of Bristol. They have ordered the curriculum so that pupils' knowledge and skills build progressively over time in almost every subject. However, what leaders want pupils to know in a few subjects is not detailed enough. For example, currently, pupils do not remember as much in geography as they do in other subjects.

The curriculum's design means that pupils regularly revisit and recall their previous learning. This helps them to build their knowledge and understanding. For example, in history, pupils in Year 6 can talk about changes in trade from the Stone Age to the present day. They understand the impact of the introduction of money on trade. They can describe Bristol's role as a centre of the slave trade. In science, Year 2 pupils use previous learning to talk about food chains using the correct scientific vocabulary. Regular opportunities to revisit learning mean that gaps due to the COVID-19 pandemic are identified and addressed swiftly.

Phonics and reading are taught effectively. All staff receive high-quality training in phonics and reading. They use strategies from the school's 'toolkit' for reading to plan interesting and engaging lessons. The progression of skills in reading is clearly identified. Adults deliver the phonics programme skilfully. Children begin phonics immediately when they start school. Pupils' early reading books help them increase

their reading fluency and confidence. Pupils falling behind receive individual support to help them catch up. Pupils love to read. They enjoy the well-stocked school library and hearing adults reading regularly from quality texts.

Teachers' assessment in lessons helps them determine pupils' understanding. They adapt their teaching accordingly. Pupils, including those with SEND, make strong progress through the curriculum. They access the full curriculum. No limits or barriers are put on their achievement. For example, in physical education, accurate assessment of pupils' needs and careful adjustment of lesson content allow pupils with a wide range of needs to be challenged and successful in lessons. Leaders monitor the provision pupils with SEND receive. They work closely with parents to meet pupils' needs.

Children in the early years gain a solid understanding of early number. This gives them a good grounding for their future mathematics learning. In mathematics, teachers offer clear explanations of new concepts. Pupils are given time to practice new skills. They explain their reasoning and understanding well.

Pupils are helped to prepare for later life. Beginning in the early years, adults immerse children in the vocabulary and skills they need to express their views confidently. By Year 6, pupils are articulate speakers who explain their ideas clearly and make connections. These are skills they will need as they move on to the next stage of education. Pupils have a strong awareness of equality, tolerance and respect for others. They know, and demonstrate, the school values in their behaviour and attitudes. The physical education curriculum includes important knowledge that pupils need to be physically healthy and active. Pupils understand the benefits of good physical health on mental health and well-being.

Governors share the vision of the school. They hold leaders to account knowledgeably and efficiently. Leaders are committed to providing high-quality training for staff. Staff value this and appreciate leaders' care and support for their well-being and workload. Most pupils attend school regularly. When necessary, leaders support families successfully to improve pupils' attendance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is central to the school's work. Staff have regular and up-to-date training. They identify and report any safeguarding concerns swiftly.

Leaders work effectively with outside agencies to keep pupils safe. Staff are recruited safely. Governors check the school's work rigorously.

The curriculum gives pupils information to keep themselves safe, for example how to have a healthy lifestyle and stay safe on the road and when online.

The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the essential knowledge they want pupils to know and remember in every subject. In a few, such as geography, pupils are unable to build on prior learning and make connections between concepts in the way they do in other subjects. Leaders should ensure that, for every subject, the curriculum identifies clearly what pupils should know and by when.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109018
Local authority	South Gloucestershire
Inspection number	10227492
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	292
Appropriate authority	The governing body
Chair of governing body	Leigh Hammond and Steve Riches
Headteacher	Sharon Boulton
Website	www.staplehillprimaryschool.co.uk
Date of previous inspection	25 and 26 September 2018, under section 5 of the Education Act 2005

Information about this school

- Staple Hill Primary School is in a federation with another primary school. The federation was formed in 2019. The schools have worked together since 2017. There is an executive headteacher. Each school has its own headteacher. The two schools share a governing board.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with school leaders, members of the governing board and two representatives from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, physical education and geography. For each deep dive, inspectors

discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors spoke to leaders and pupils about the curriculum in some other subjects.
- The lead inspector listened to some pupils read from Year 1 to Year 3.
- Inspectors considered how well the school keeps pupils safe. To gather this information, they spoke to school leaders and governors and met with groups of staff and of pupils. Inspectors examined the school's safeguarding documentation, including the single central record.
- Inspectors spoke with parents at the beginning of the school day. They considered the responses to the online survey, Ofsted Parent View, including the free-text responses. Two emails from parents were received.

Inspection team

Sarah O'Donnell, lead inspector	Ofsted Inspector
Claire Fortey	Ofsted Inspector
Sandra Woodman	Ofsted Inspector

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