



# Staple Hill Primary School

## Inspection Report

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**Unique Reference Number** 109018  
**Local Authority** South Gloucestershire  
**Inspection number** 294303  
**Inspection dates** 5–6 December 2006  
**Reporting inspector** Anthony Shield

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

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<b>Type of school</b>	Primary	<b>School address</b>	Page Road
<b>School category</b>	Community		Staple Hill
<b>Age range of pupils</b>	3–11		Bristol BS16 4NE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01454 867240
<b>Number on roll (school)</b>	386	<b>Fax number</b>	01454 867241
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	John Smith
		<b>Headteacher</b>	Liz Chaplin
<b>Date of previous school inspection</b>	22 November 2005		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Staple Hill Primary School is larger than most primary schools, and serves a disadvantaged urban community. On entry most children's levels of language and social skills are below those usually found. The proportion of pupils with learning difficulties is higher than average. While most pupils are of a White British origin, around 17% come from a range of minority heritages. Eight per cent of pupils speak English as an additional language. Many children attend the on-site nursery before beginning school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Staple Hill Primary is an improving school, with some significant strengths, providing a satisfactory education overall. It is well regarded by parents. 'I feel the school has become a better place over the last year...my children and I love it', is how one parent put it. Central to the school's improvement has been the drive of the headteacher, who has created a sense of purpose and energy which has spilled out to staff and pupils alike. There is a determination amongst all connected with the school to make it a better and more effective place to be. The school has come a long way in a short time, and has a good capacity to improve further.

Standards are broadly average and pupils' achievement is satisfactory. Following a dip in 2005, results in national tests at the end of Year 2 and Year 6 improved markedly in 2006. This improvement has been sustained. Action taken to improve attainment in mathematics was particularly effective. However writing remains an area of weakness, and there are insufficient opportunities for pupils to write at length in different subjects.

Children get off to a good start in the Nursery and Reception classes, where teaching encourages good social skills and a love for learning. Teaching through Years 1 and 2 is satisfactory, and although attainment in Year 2 is a little below average, pupils make satisfactory progress, given their starting points. Teaching in Years 3 to 6 is also satisfactory overall, although much is good. In many lessons in these year groups, particularly in mathematics, teaching inspires and challenges all pupils to work at a good pace, to review their work critically and to develop an interest and curiosity about the subject. This is not always the case in all subjects and, as a result, more able pupils are not consistently challenged and the learning is too heavily led by the teacher. While much good verbal feedback and marking takes place, sometimes teachers do not follow this up by setting challenging targets for the next step in the pupil's learning. This is a particular weakness in the teaching in Years 1 and 2.

Pupils' personal development is good because the school places the care and welfare of all pupils at its heart. There is a strong sense of family and pupils look after each other and say they are proud to belong to the school. Pupils feel safe and cared for and are increasingly confident as they move through the school. Behaviour and attitudes are good because pupils enjoy their lessons. They enjoy opportunities to take responsibility, and their contribution through the work of the school council is valued. The curriculum is satisfactorily planned to take account of pupils' needs.

Leadership and management are good. The headteacher is well supported by her senior colleagues and staff. Monitoring, by both staff and governors, has been effective in raising expectations and is beginning to ensure greater consistency across the school. As a result, the school knows itself well and is both accurate and realistic in its self-evaluation.

## What the school should do to improve further

- Improve writing through the school by providing more opportunities for extended writing across all subjects.
- Provide more consistent challenge for more able pupils and further opportunities for pupils to participate actively in their learning.
- Make better use of ongoing assessment and marking to ensure all pupils make good progress, particularly in Key Stage 1.

## Achievement and standards

### Grade: 3

Overall, pupils' standards and achievements are improving and are now satisfactory. On entry, children's attainment is below average. They make a good start in the Nursery and Reception classes, responding enthusiastically to effective teaching. Standards by the end of Year 2 remain a little below average in reading, writing and mathematics. Following a dip in test results in 2005, standards rose in 2006 although relatively few pupils reached higher levels.

Standards in Year 6 are broadly average in English, mathematics and science. Pupils did well in national tests in 2006, reflecting the strong improvements made in pupils' achievement. Although many pupils are now making good progress, overall progress through Years 3 to 6 is satisfactory. This is because many pupils have underachieved in the past and have much ground to make up. While attainment in mathematics has risen sharply, writing remains a weaker area in all years. Current Year 6 pupils are on track to maintain average standards, and meet challenging targets.

Throughout the school, pupils with learning difficulties, vulnerable pupils and those with English as an additional language also make satisfactory progress.

## Personal development and well-being

### Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Their sense of enjoyment in all aspects of school is strong and good attitudes characterise their work. Pupils are keen to do well and the introduction of Rainbow Awards has spurred them on to do their best. Pupils get on well with each other and are confident that bullying or racism are tackled effectively. Attendance is satisfactory and improving steadily. Pupils are involved in decision-making through their work on the school council and are proud of their suggested improvements to the school environment. Pupils feel safe and are aware of healthy life choices. The school has gained both the Healthy Schools Award and Active Mark in recognition of its work in this area. Pupils work well together and eagerly take on responsibilities, for example, in organising charity fund raising events. Older pupils care for younger children in the dining hall and at playtime. By the time they leave, pupils have many of the key skills necessary for their future life.

## Quality of provision

### Teaching and learning

#### Grade: 3

The overall quality of teaching is satisfactory and much is good. Teaching is good in the Nursery and Reception Years. In many lessons in Years 3 to 6, teaching is exciting and challenging, making the pupils think and reflect on how well they are doing. Probing questions ensure pupils' understanding is checked regularly. Planning usually takes good account of the age and ability of individual pupils, but sometimes more able pupils are not challenged enough. Some mathematics teaching moves at a cracking pace, as in a Year 6 lesson where pupils' mental agility in calculating number patterns was tested to the limit. In other lessons, teachers talk too much, particularly at the start. As a result, pupils lose interest and fail to learn through participating actively.

Marking and feedback to pupils on how well they are doing is mixed. Some marking is exemplary. Detailed and regular, it encourages, but also makes clear how to improve. In other instances, marking fails to ensure that pupils have followed up the teacher's previous comments or completed unfinished work. Verbal feedback in lessons is often good but not consistently so, particularly in Years 1 and 2 where expectations are not always high enough.

### Curriculum and other activities

#### Grade: 3

The curriculum is well planned to ensure pupils' interest and motivation. An emphasis on English and mathematics over the last year has proved successful in raising standards, but the school acknowledges the need to provide greater breadth. To this end, there are good plans to make links between subjects and to develop pupils' creativity. Subject weeks have proved particularly effective in developing more depth to pupils' understanding of mathematics, science and the arts. Teachers plan carefully to ensure work in the mixed aged classes is appropriate for all pupils. Pupils speak enthusiastically about their involvement in the good range of extra-curricular activities, and Year 6 pupils were excited about their forthcoming Christmas production. Visits and visitors to the school enrich the curriculum.

### Care, guidance and support

#### Grade: 2

Pupils are well cared for in a happy and secure environment. Relationships are good, pupils feel safe and secure and they say adults will always listen to them when they have any worries or concerns. Procedures for child protection and all other checks for safeguarding pupils' health, safety and well-being are securely in place. Vulnerable pupils are sensitively supported by skilled teaching assistants and outside specialists, as are those pupils with learning difficulties or at an early stage of learning English. This ensures that they are fully included. Pupils with a particular gift or talent are also well supported. Academic guidance and support has improved and performance data

are now effectively analysed to identify any pupils who are not making the progress they should, and put in place any necessary intervention.

## **Leadership and management**

### **Grade: 2**

Determined and effective leadership, particularly by the headteacher, has enabled the school to make rapid improvements, following its inspection in November 2005 when it was given a Notice to Improve. The school is now moving forward confidently, and its motto, 'Working together to make a positive difference' has come alive. The headteacher is giving a clear lead and her vision is widely shared. Central to this vision has been the raising of expectations and the development of a 'can do' culture. She is well supported by her senior team and staff at all levels, and there is a strong commitment to improve further.

Procedures for checking teaching and the quality of provision are rigorous, and are leading to greater consistency across the school. Self-evaluation is realistic and involves the whole school community, including parents whose views are carefully taken into account. Governors are increasingly involved and several planned visits took place during the inspection to monitor aspects of the school's work. Given the improvements already made, the school's capacity to improve is good.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school. We particularly enjoyed talking to you, and were impressed by the confident way you answered our questions and spoke about your school. The school has made great strides since we last visited and is now satisfactory with some good features.

What we liked most about your school:

- You work enthusiastically in lessons and join in all the activities at school. The Year 6 Christmas production looks fun!
- You are well behaved, and get on well with the teachers.
- We were impressed by how seriously you take your responsibilities, such as working on the school council.
- Your teachers take good care of you.
- You get a good start to life in school in the Nursery and Reception classes.
- All the teachers are working hard to make your school even better.

What we have asked your school to do now:

- Make sure that you improve your writing by giving you opportunities to write at length in all subjects.
- Make sure the teachers check your progress carefully and let you know how well you are doing and how you might improve.
- Ensure that you take part in lessons fully and that you are given work to stretch you and make you think.

Thank you once again for your help during the inspection. Good luck in the future!