

Headley Park Primary School

Inspection report

Unique Reference Number	108976
Local Authority	Bristol, City of
Inspection number	309847
Inspection date	26 March 2008
Reporting inspector	Geoff Burgess

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	3-11
Gender of pupils	Mixed
Number on roll	
School	366
Appropriate authority	The governing body
Chair	Adrian Smith
Headteacher	Brian Walton
Date of previous school inspection	8 March 2004
School address	Headley Lane Bristol BS13 7QB
Telephone number	01179 031511
Fax number	01179 031513

Age group	3-11
Inspection date	26 March 2008
Inspection number	309847

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

One Additional Inspector carried out the inspection. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the impact of measures taken to improve achievement and standards, especially in writing and especially among higher and lower attainers; the quality of provision and the progress made by children in the Nursery and Reception classes; and the quality of the curriculum, care, support and guidance, and their impact on pupils' personal development.

Evidence was gathered from: the analysis of pupils' performance in national tests; scrutiny of the school's records on pupils' progress and the targets set for them; first-hand observation of the school's work; discussions with school leaders, other staff and pupils; analysis of parents' responses to the inspection questionnaire; and the scrutiny of documentation.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This large school serves an area of mixed housing on the south side of Bristol. It has its own well-established Nursery and the great majority of pupils remain at the school throughout their primary years. The majority of pupils are of White British origin and a broadly average number of pupils have been identified as needing help with their learning. Most have moderate learning difficulties associated with language and communications. The number of pupils entitled to free school meals is well below average. Most children start in the Nursery with attainment a little below the level expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where strong and effective leadership has brought about significant improvements in recent years. Parents are very pleased with the changes, one saying that the school is 'forward thinking, caring, and brilliant at developing skills pupils may not have been aware they have'. Pupils say they feel very safe and happy in what a group of pupils called 'the best school there is'.

Children are given a good start in the Nursery where they develop confidence, independence, and the language and social skills needed to succeed in the main school. The school has worked hard to ensure that this is built upon successfully in the Reception classes to good effect. As a result, most children currently in these classes are making good progress and working at the levels expected for their ages.

In the rest of the school, much improved procedures for monitoring standards and analysing the outcomes showed that whilst standards were broadly average in reading, mathematics and science, they were well down in writing. Measures to put this right resulted in a significant improvement in national test results in writing in Year 2. The school's records and pupils' work this school year show that pupils in most classes have made good progress in writing and standards are rising. However, in Year 6, achievement remains only satisfactory. The school acknowledges that to improve writing further, many pupils need more help and practice with their handwriting. Progress in other subjects is good across the ability range thanks to improved provision for pupils who find learning difficult or who are more able. Academic guidance and support is good overall and very effective in these areas. A parent was pleased that 'fast learners are encouraged to work on the next stage'. The school has been imaginative in the way it has developed its provision to provide a learning environment that meets its pupils' needs. A good example of this is the hugely enjoyed Play Pod where pupils of all ages use waste material to bring a new dimension to imaginative play at lunchtimes. A feature of the school is the way that otherwise austere corridors and stairwells have become a rich art gallery of the framed and mounted work of pupils alongside prints of the work of a wide range of artists. Parents are pleased that the curriculum is 'enriched by many creative opportunities' and pupils see all the Big Days, visitors and trips out as real strengths of the school. Behind all this is the school's drive to develop a creative curriculum using links between subjects to make learning relevant and exciting. An excellent example of the way this stimulates pupils to take on tough challenges is the school's widely distributed and very professionally produced 'Smudge' arts magazine.

The quality of pastoral care is good. Parents and pupils greatly appreciate the way that staff take every care for pupils' welfare and safety. A good example of this is attendance, which had been a problem for several years. By making the school 'an exciting place to be', and by 'the office' consistently following up unexplained absences, the school is now one of the better attended in Bristol.

As a result of all this, pupils' personal development is a strength of the school. Pupils' behaviour is usually good and often exemplary. Relationships are very good and pupils say that bullying is not a problem. The breadth and variety of the curriculum ensures that pupils are very aware of other faiths and cultures and appreciate the cultural and spiritual aspects of their lives. From an early age, pupils are given responsibility for aspects of the school community, initially in class and, for some, by being involved with the School Council, which has its own budget. The school's Eco award shows a wider awareness of community responsibilities. Health and fitness

are priorities within the school and pupils are very aware of what this means for them. Sound basic skills and growing self-esteem give pupils a strong foundation for moving on to secondary school. A parent is delighted that the school is giving her child 'the confidence to push herself and be proud of her achievements'.

Teaching and learning overall are good but the school knows that the quality of teaching is not yet consistent throughout the school, with some teaching being only satisfactory. Teaching assistants make an important contribution especially in the Nursery and Reception classes and in supporting pupils who need extra help. Work is well matched to pupils' abilities and interests and this is much helped by the way pupils are grouped by ability in literacy and numeracy lessons. Very good use is made of individual learning targets in English and the school is extending this into other areas.

The effectiveness and efficiency of leadership and management can be judged by the impressive recent improvements to provision and their positive impact on outcomes. A great deal has been achieved but the school's ambitious plans and willingness to innovate and set itself challenging targets show that its capacity to improve is as strong as ever. The headteacher's role in this has been crucial in providing focus, raising expectations and in involving everyone in the process. Parents, pupils and staff have been consulted at every level and staff have appreciated being encouraged and given time to develop their leadership roles. In this, the chair of governors has been a vital partner. Under his lead, the governing body has become increasingly effective in its various roles. This is well illustrated by the comprehensive records of 'governors' walkthroughs' which provide the school with informed challenge and important information for its strong self-assessment procedures.

Effectiveness of the Foundation Stage

Grade: 2

Almost all children start Headley Park School in the Nursery class on a part-time basis. Many are still very dependent on adults and have limited communication skills. Well-planned provision based on the Foundation Stage curriculum but focused on developing these skills sees most children becoming independent, and confident in speaking and responding. Detailed procedures for monitoring and recording children's achievements in all areas ensure that activities for each child are focused on their learning needs. As a result, they are happy in school and make good progress. Strong leadership has ensured that the same rigorous planning and record-keeping have been established in the well-equipped Reception classes, and the school's records show that these pupils consolidate and build on the strong foundations laid.

What the school should do to improve further

- Improve achievement by ensuring teaching is consistently good throughout the school.
- Help pupils to write more fluently by improving their handwriting skills.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

27 March 2008

Dear Pupils

Inspection of Headley Park Primary School, Bristol BS13 7QB

Thank you for your friendly welcome and the help you gave me on my short visit to your school recently. I particularly enjoyed sharing in the imaginary worlds you created with the 'rubbish' from the Play Pod. I was very impressed with how hard you and all the staff are working to make the school as good as possible. I think it is good now, but that everything is in place to make it even better.

I found these good things:

- Behaviour is good and often excellent. You enjoy learning and do your best.
- Everybody gets on well together. The school is calm and welcoming.
- Your teachers are good at helping you learn and you make good progress.
- The things you have to do in class and around the school are interesting and fun. You particularly enjoy all the extras the school provides.
- You know you are safe and that there is always someone to turn to.
- I know you appreciate all the grown-ups do to make sure your time in school is as happy as possible.
- Your headteacher is great at making it possible for you and all the grown-ups to do your best and enjoy working together.

To make things even better, I have asked your school to:

- help everyone to achieve as well as they can by making teaching equally good in all classes
- spend some time practising handwriting skills with you so that you find it easier to write long stories and can be even more proud of your work.

You can help too by continuing to work hard and doing your best. Again, thank you for all you do to make your school as good as it is. It was a pleasure for me to share it with you for a short time.

Yours sincerely

Geoff Burgess Lead inspector

27 March 2008

Dear Pupils

Inspection of Headley Park Primary School, Bristol BS13 7QB

Thank you for your friendly welcome and the help you gave me on my short visit to your school recently. I particularly enjoyed sharing in the imaginary worlds you created with the 'rubbish' from the Play Pod. I was very impressed with how hard you and all the staff are working to make the school as good as possible. I think it is good now, but that everything is in place to make it even better.

I found these good things:

- Behaviour is good and often excellent. You enjoy learning and do your best.
- Everybody gets on well together. The school is calm and welcoming.
- Your teachers are good at helping you learn and you make good progress.
- The things you have to do in class and around the school are interesting and fun. You particularly enjoy all the extras the school provides.
- You know you are safe and that there is always someone to turn to.
- I know you appreciate all the grown-ups do to make sure your time in school is as happy as possible.
- Your headteacher is great at making it possible for you and all the grown-ups to do your best and enjoy working together.

To make things even better, I have asked your school to:

- help everyone to achieve as well as they can by making teaching equally good in all classes
- spend some time practising handwriting skills with you so that you find it easier to write long stories and can be even more proud of your work.

You can help too by continuing to work hard and doing your best. Again, thank you for all you do to make your school as good as it is. It was a pleasure for me to share it with you for a short time.

Yours sincerely

Geoff Burgess
Lead inspector