

Two Mile Hill Primary School

Inspection report

Unique reference number	136111
Local authority	Bristol
Inspection number	382028
Inspection dates	1–2 February 2012
Lead inspector	Daniel Towl HMI

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Mr J Kirk
Headteacher	Mrs J McAll
Date of previous school inspection	Not previously inspected
School address	The Kingsway Kingswood Bristol BS15 8AA
Telephone number	0117 903 1932
Fax number	0117 903 1949
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Age group	4–11
Inspection date(s)	1–2 February 2012
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Introduction

Inspection team

Daniel Towl

Her Majesty's Inspector

Carol Warrant

Additional inspector

Phillip Minns

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 26 lessons or parts of lessons, observed 17 teachers and held meetings with the headteacher, senior leaders, governors, parents, carers and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View), in planning the inspection, observed the school's work, looked at the school's assessment information, policies, development plans, self-evaluation documents, sixty five returned questionnaires from parents and carers, those from staff and pupils and scrutinised other school records.

Information about the school

Two Mile Hill Primary School is a new school that was recently amalgamated from an infant and a junior school. This is its first inspection.

It is a larger than average school. The majority of pupils are from White British backgrounds. Just over 40 per cent of pupils are from minority ethnic groups. The proportion of pupils who are disabled or who have special educational needs is around the national average. The proportion of pupils who have a statement of special educational needs is below average. An average proportion of pupils use English as an additional language but this is increasing. The school meets current floor standards. There is an early years childcare provision and an after-school club which are not managed by the governors.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school.
- The school is improving in a number of key areas. Following the first year of amalgamation, staffing is now more settled and the senior leadership team is better established with clear roles and responsibilities.
- The achievement of pupils is satisfactory and more consistent across the school. The pupils leaving the school in Year 6 in 2011, the first Year 6 group of the amalgamated school, made inadequate progress and the achievement of other pupils across the school was too variable. The rate of pupils' progress and their achievements are now improving in all year groups.
- Most teaching is satisfactory and some is good. Senior leaders regularly monitor the quality of teaching. Areas for improvement are identified and acted upon. As a result, teaching is improving. However, there is not yet enough consistently good or outstanding teaching to ensure that more pupils make accelerated rather than satisfactory progress.
- Behaviour and attendance are improving. Attendance was low but it is now average. As a result of the strategies introduced to manage behaviour, the incidents of poor behaviour have decreased. Pupils are aware of what is expected of them. Successful initiatives have raised pupils' awareness of tolerance and individual rights.
- Provision for children in the Early Years Foundation Stage is good and children make good progress.
- Senior leaders and the governing body have a good understanding of the strengths and weaknesses of the school and have taken appropriate and successful steps to secure improvements. Senior leaders' self-evaluation is not always as sharp as it could be to ensure even more rapid improvement.
- While most parents and carers are content with the school, there were some concerns expressed about the lack of information they received and its timeliness.
- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching in order to accelerate pupils' progress across the school by consistently:
 - planning well thought through tasks to promote effective learning
 - maintaining a good pace of learning with suitably challenging tasks for pupils of all abilities
 - using ongoing assessment in lessons more effectively to manage and 'shape' pupils' tasks in order to maximise learning.
- Increase the pace of improvements in teaching by sharpening monitoring and evaluation and using shorter timescales to judge the effectiveness of initiatives in improving outcomes for pupils.
- Ensure that communication with parents and carers provides them with timely information and increases their understanding of how they can help their children learn and enjoy school.

Main report

Achievement of pupils

Inspection evidence shows that pupils in Key Stage 1 and Key Stage 2 learn satisfactorily in their lessons. They work successfully on tasks that are broadly in line with their age and abilities. Consequently, their progress in the key areas of literacy and numeracy is satisfactory and attainment is broadly average. Children in the Early Years Foundation Stage learn effectively and make good progress, especially in their language development. The provision for children in the Early Years Foundation Stage has improved since the schools were amalgamated and this has had a beneficial effect on children's learning and development.

The vast majority of parents and carers who returned the questionnaire believe their children are making good progress. Inspectors judged that the progress of pupils in Key Stage 2 during the first year of amalgamation was too variable and the proportion of pupils reaching the expected level in Year 6 was below average in English and mathematics. Careful monitoring of pupils' progress and better teaching has led to improved progress this year. Given the current rate of progress, early signs indicate that pupils' achievements will be better and attainment will be broadly average by the end of the year. Although there remains some variation in progress, improvement can be seen across the school.

The most consistent progress is made in reading. Pupils make a good start in the Early Years Foundation Stage and this momentum is maintained. Pupils in Year 1 develop good skills in reading and use an effective range of strategies, including using picture clues and knowledge of letter sounds to read unknown or difficult words. Pupils in Year 6 read confidently but do not always pay enough attention to

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punctuation. Pupils' attainment in reading in Year 1 and Year 6 are broadly in line with what is expected for their age.

Pupils' writing skills are weaker than their reading skills and were below average in the previous year. The school is very aware of this and there is a concerted effort to improve writing across the school. Pupils' achievements are now improving. There are good examples of pupils writing effectively for a range of purposes in, for example, geography, history and science. Teachers are successfully using an initiative to use good quality texts to promote interest in literacy and act as a stimulus for writing. The quality of writing is sometimes let down in Key Stage 2, however, by poor presentation and inaccurate spelling.

Pupils who use English as an additional language make good progress overall in their literacy skills and satisfactory progress in mathematics. [Disabled pupils and those who have special educational needs](#) make satisfactory progress. They engage effectively with their tasks in whole class and group activities.

Quality of teaching

The quality of teaching is mostly satisfactory and there is some that is good. Inspectors observed no inadequate teaching. Teaching is improving and this is resulting in pupils' better progress in English and mathematics. Teachers are generally well prepared and plan interesting activities. The vast majority of parents and carers who returned questionnaires felt that their children were taught well. Most pupils who completed questionnaires were positive about the quality of teaching. During informal discussion with inspectors, pupils said that they were interested in a wide range of subjects.

Teaching is good in the Early Years Foundation Stage. Children are active and engaged in their learning because teachers successfully match activities to their needs. There is a good balance of teacher-led activities and those that are initiated by the children themselves.

There are examples across the school of skilful teaching where the pace of learning is maintained with timely reminders to pupils of what needs to be achieved and where confident well-thought-out activities promoted pupils' interests and skills. For example, in one class, pupils carefully listened to a teacher expertly reading a text and then responded thoughtfully about the feelings the characters in the passage might have had.

Most teaching is enabling pupils to make satisfactory progress but there are missed opportunities to increase the challenge for pupils. In some lessons, tasks do not have the potential to allow pupils to move on more quickly. Teachers do not always use ongoing assessment effectively in lessons to make adaptations to tasks to provide more challenge. This means that pupils are sometimes involved in completing work that is neither stretching nor sufficiently engaging to promote good progress.

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Work is regularly marked and there are good examples where teachers give clear information to pupils about how to improve. The quality of teachers' marking is not consistently good. Older pupils told inspectors that they find teachers' comments helpful. They were also aware of their targets and the levels in which they were working.

Lessons provide good opportunities for pupils to work together and share ideas in an environment where individual contributions are respected. Pupils mostly get on well together in pairs and groups. There are high expectations of behaviour. This contributes effectively to the moral and social development of pupils and enables them to develop self-esteem. Generally, classrooms have a good climate for learning.

Behaviour and safety of pupils

Pupils' behaviour is satisfactory and improving. Questionnaire returns from parents, carers and pupils mostly indicated that behaviour was not a concern. At the start of the amalgamation, there were some pupils who exhibited very challenging behaviour. Since the start of this academic year, a new and effective behaviour strategy has been introduced. Incidents of poor behaviour have reduced markedly. Improved classroom management and a more engaging curriculum have helped to improve behaviour. Inspectors observed no disruptive or poor behaviour in lessons or at other times. In discussions with inspectors, pupils said that behaviour was satisfactory or good most of the time. Pupils are very aware of the expectations and sanctions if they transgress. 'Class charters' help to make clear the expectations of behaviour and cooperation.

There are a few reported incidents of bullying. There are clear procedures for dealing with any incidents. In a few written comments on returned questionnaires from parents and carers, there were mixed negative and positive views about how well issues of bullying were dealt with. In discussion with inspectors, most pupils said that staff dealt promptly with any incidents of bullying or racism and that it was not tolerated. The school is developing a higher awareness of types of bullying with pupils.

Pupils are mostly willing to engage with their activities and they respond well to instructions from staff. Pupils are well supervised and the school operates safely. Older pupils were able to talk knowledgeably about internet safety. The school has implemented successful strategies to improve attendance which has moved from below average to average in the last twelve months.

Leadership and management

It is only since the start of this academic year, the school's second, that there has been a substantive senior leadership team. This new better established team has had a positive impact on school improvement. Leaders at all levels have a clear view about what should be done to improve the school and raise pupils' achievements. Roles and responsibilities are clear. There has been improvement in several areas of

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the school's work:

- Pupils are making better progress.
- Pupils' attendance and behaviour are improving.
- Teaching is satisfactory but improving.
- The Early Years Foundation Stage is more effective and gives children a good start.

Senior leaders are aware that there needs to be more consistently good teaching to accelerate pupils' progress and a number of initiatives have been introduced to achieve this. Senior leaders regularly monitor teaching, and information from assessment is scrutinised to check on the progress of every pupil. While senior leaders have a good understanding of the strengths and weaknesses of the school, their self-evaluation could be sharper and more finely tuned to provide shorter-term targets for improvement. The governing body is active and fulfils its statutory role. Governors have a good understanding of the school's performance and are fully aware of key issues such as pupil progress.

The curriculum is suitably broad and projects such as using high quality texts to promote literacy are successfully raising pupils' achievements and interests in reading and writing. Other specific initiatives, to help pupils who are behind with reading to catch up, are successful.

Senior leaders are alert to issues of bullying and racism and the few incidents have reduced as a result of developing greater awareness of pupils' personal responsibility and improving behaviour management. Initiatives, such as the pupils' school council, pupil prefects, 'global ambassadors' and a project to develop pupils' understanding of respecting 'rights', successfully help develop a sense of responsibility and consideration for others. Arrangements for safeguarding pupils, including procedures on matters of child protection, are satisfactory.

Communication with parents and carers is satisfactory. Some parents and carers felt that communication with the school could be more informative and sometimes timelier. The school has started a parent council to provide additional opportunities to communicate more formally but this is at an early stage of development.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 February 2012

Dear Pupils

Inspection of Two Mile Hill Primary School, Bristol BS15 8AA

Thank you for your help when we inspected your school. We were very interested in what you had to say to us about your school and in finding out what you were learning in your lessons.

The school is giving you a satisfactory education. The school has only just started as a primary school and we could see that there are several ways in which the school is getting better. More of you are coming to school regularly. This is important because it means that you are not missing lessons. This will help you learn better. Behaviour has improved too so, as we saw, your lessons are not interrupted and you can get on with your work.

We judged that most of you are making satisfactory progress and we have asked the headteacher to work with the teachers to ensure that you learn even better and make good progress. We want teachers to make sure that the activities planned for you always give you a challenge and that you are busy producing good quality work in lessons.

We want the headteacher and senior leaders to make checks more often on how well the school is improving. We also want them to make sure that your parents and carers receive all the information that they need to know what is going on in school and how they can help you learn.

You can help your school improve by continuing to go to school as regularly as you can and by continuing to ensure that you all get on well and respect each other.

Once again, thank you for your help.

Yours sincerely

Daniel Towl HMI
Lead inspector

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