

Hannah More Primary School

New Kingsley Road, St Philips, Bristol, BS2 0LT

Inspection dates 11–12 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils who have been in the school since the Early Years Foundation Stage make at least good progress from very low starting points. This means that their attainment is broadly average by the end of Year 6.
- Achievement is improving rapidly especially in reading which has been a key focus for the school this year.
- Most groups of pupils, including those with special educational needs and those eligible for the pupil premium, achieve well and make the same progress as other pupils.
- The quality of teaching is consistently good across the whole school.
- The school makes good provision for pupils' social, moral, spiritual and cultural development.
- Pupils' behaviour is good and the large majority treat each other and adults with respect and courtesy. Pupils say they feel safe and are taught how to stay safe.
- Leaders and governors share with all staff their ambition for the school, high expectations for achievement, and teaching and learning that are consistently good.
- Governors provide good support and strong challenge to the school. They make sure they know all about the school and how well it is improving.

It is not yet an outstanding school because:

- Some pupils, particularly the more able, are not always challenged to work quickly enough, especially in writing and mathematics, and too few attain the higher Level 5 by the end of Year 6.
- Pupils do not use information and communication technology (ICT) well enough to support their learning in other subjects especially in mathematics.
- Leaders do not always present data on pupils' attainment and progress in a way that allows all staff to make quick and easy comparisons between different groups and with other schools nationally.

Information about this inspection

- The inspectors observed 12 teachers in the course of visiting 26 lessons and parts of lessons, including short visits to observe the provision for teaching reading and the support provided for pupils with special educational needs and those learning English as an additional language.
- Discussions were held with staff and groups of pupils, representatives from the governing body, a representative of the local authority and a member of the local business community. Information was also obtained from the community development leader.
- The responses of the 38 parents and carers who filled in the online questionnaire, Parent View, were analysed. Some parents and carers were spoken to at the start of the day and questionnaires from 29 staff were analysed.
- Documentation studied included: the school's own self-evaluation; the school development plan; and the school's reports on pupils' attainment and progress, including those of disabled pupils and those with special educational needs. Reports from the local authority and the minutes of the governing body were scrutinised and inspectors also examined work in pupils' books and folders.

Inspection team

Jean Whalley, Lead inspector	Additional Inspector
Stephen Lake	Additional Inspector
Mary Usher-Clarke	Additional Inspector

Information about this school

- This school is larger than the average sized primary school.
- Currently 88% of pupils are of minority ethnic heritage, which is much greater than in most schools and more pupils than average are learning English as an additional language.
- The number of pupils who join or leave the school at times other than the start of the year is well above average. Many of these pupils speak little or no English.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average. The proportion who are supported at school action plus or who have a statement of special educational needs is average. The most commonly identified needs are communication, language and behavioural, emotional and social difficulties. The proportion of pupils eligible for the pupil premium is above the national average. This is additional funding provided for looked after children, pupils eligible for free school meals and children of service families. At this school it applies to children in local authority care and those known to be eligible for free school meals.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- Nine teachers have joined the school in the last two years. This represents three quarters of the teaching force.
- The school runs a breakfast club attended by about 20% of the pupils.

What does the school need to do to improve further?

- Increase further the proportion of teaching which is consistently good or better so more pupils attain the higher Level 5, especially in writing and mathematics, at the end of Year 6 by:
 - ensuring that information on what pupils already know and can do is used more consistently to plan tasks that meet the needs of all pupils, especially those who find learning easier
 - making sure that all lessons proceed at a brisk pace
 - improving the use of ICT to support all pupils' learning in other subjects, especially in mathematics
 - ensuring teachers question pupils effectively in lessons so they know how well pupils are doing and can adapt the lesson if necessary, particularly for the more able pupils.
- Ensure leaders present and analyse the school's data on pupils' attainment and progress in a way that allows quick and easy comparisons to be made on how well different groups of pupils are doing and how the school compares with other schools nationally.

Full report

Inspection judgements

The achievement of pupils

is good

- The school met the current floor standards in 2012 and school data indicate that pupils are on track to do so in 2013. Achievement is good because pupils make good progress in their learning but not enough higher-attaining pupils achieve Level 5, especially in writing and mathematics.
- Children start school with skills that are well below the levels expected for their age especially their communication and mathematical skills. They make good progress in the Early Years Foundation Stage but, because of their very low starting points, their attainment is below average at the start of Year 1.
- Attainment varies considerably from year to year due to the well above average numbers of pupils who join the school other than at the usual times and who are often at an early stage of learning English as an additional language. Although these pupils make good progress, their low starting points mean that often their attainment remains comparatively low when compared to the national average. The large number pupils who speak English as an additional language receive high-quality support so that they are able to understand and speak English quickly and learn effectively.
- Pupils continue to make good progress through the school. Those who remain in the school until the end of Year 6 make consistently good progress especially in reading. A temporary dip in attainment a few years ago has been addressed through better quality teaching, but it is too early to see the full impact of this in higher levels of attainment at the end of Year 6.
- Attainment is broadly average by the end of Year 6 and reading is stronger than writing across the school especially in Years 1 and 2. This is a result of the school's very effective reading recovery programme and the business volunteers who help by listening to pupils read. The school's information about pupils who have attended from Reception to Year 6 clearly demonstrates they make good and sometimes better progress.
- An examination of the work of pupils in Year 5 indicates they are on track to attain higher National Curriculum levels in English and mathematics than the current Year 6, by the time they leave school at the end of Year 6.
- Disabled pupils and those with special educational needs are well supported to take part in lessons and make similar and sometimes better progress than other pupils. Additional support from the well-trained nurture team for those pupils exhibiting behavioural, emotional and social difficulties enables them to learn effectively.
- Pupils who are supported by the pupil premium make good progress in English and mathematics. In the 2012 national tests the gap between their attainment and that of other pupils nationally was around two thirds of a year. The good support they receive is enabling the gap to close so that this year eligible pupils are on track to attain standards which are nearer to the level of all pupils.

The quality of teaching

is good

- The proportion of good and better teaching seen during the inspection reflects the school's accurate judgement that teaching over time is good because most pupils make good progress in their learning. The school's records show no inadequate teaching and inspectors saw none.
- Stimulating lessons are planned which move at a brisk pace and motivate pupils to learn well. Focused teaching sessions in small groups outside the classroom support less-able pupils and those with English as an additional language so their individual needs are met and they make at least good progress. Some pupils make outstanding progress. Pupils say they enjoy the extra support and that it helps to make learning easier. Most parents and carers who responded to Parent View believe that teaching is good. Staff questionnaires were very positive with all staff agreeing that the school successfully meet the needs of its pupils.

- In the best lessons teachers make good use of information on how well pupils are learning to set tasks matched to their needs. However, in some classes pupils do not always work quickly enough and more-able pupils especially are not always challenged enough to enable them to attain higher levels. Assessment information is not always used well enough to ensure that work matches different pupils' needs, particularly for the more able.
- Regular and frequent assessment of pupils' progress and attainment enables the school to respond quickly and effectively to their changing cohorts' needs by reviewing targets and making changes to teaching when necessary to meet these needs.
- Work is marked regularly. The practice of using two colours to show what is good and what needs improving is used consistently throughout the school. Pupils understand what they mean and say their targets help them to improve their work.
- Many teachers use questioning effectively to assess pupils' understanding and move them on in their learning, but this does not occur consistently in all classes. This can limit teachers' knowledge about how well pupils are learning and if they need to adapt the lesson, particularly so more-able pupils are encouraged to think more deeply about their responses.
- Teachers mostly make good use of ICT to present stimulating lessons but few opportunities are provided for pupils to use ICT to support their learning in other subjects, especially in mathematics. Teachers are good at helping pupils to improve their writing, for example, in a piece of work on display a pupil wrote about a fox killing her pets. She wrote well about the 'tsunami of anger that grew and grew until she was furious'. This work on feelings also supports pupils' spiritual, moral, social and cultural development well.

The behaviour and safety of pupils are good

- The school is a harmonious community that normally works and plays together very well. The majority of pupils are courteous and respectful to each other, staff and visitors. They are proud of themselves and their school. Any kind of bullying is rare and pupils say that they trust the school to deal with any incidents or poor behaviour quickly and effectively. Pupils say they feel safe and secure in school and are taught how to keep themselves safe.
- In the majority of lessons pupils' attitudes to learning are good. It is not outstanding because pupils' behaviour is not always impeccable in and around the school and attitudes to learning are not always exemplary due to the impact of a small number of pupils with challenging behaviour. Teachers manage these pupils well to ensure little or no disruption to learning as a result of their behaviour.
- The school's analysis of behaviour over time shows there has been a steady rate of improvement of behaviour both in classes and around the school. Teachers and learning support assistants apply the behaviour policy consistently so pupils know and understand the system of rewards and sanctions.
- Fixed-term exclusions are still above the national average but are reducing rapidly, the result of a new policy and practice now embedded across the school. The latest exclusions are limited to a small number of pupils.
- The majority of parents and carers who responded to the Parent View survey, along with staff and governors, feel that pupils' behaviour is good.
- Attendance procedures have improved rates of attendance so that they are now in line with the national average.
- The breakfast club provides pupils with a good start to the day. It improves punctuality and prepares pupils so they are ready to learn.

The leadership and management are good

- Leaders, managers and governors show drive and ambition to improve the school by modelling high standards in all their work. Staff, pupils, parents and carers speak very highly of their leadership. There is a shared vision and ethos that they all pursue.
- Leaders have high expectations and see monitoring and evaluation as the keys to success for

everyone. Robust systems are in place to make sure that teaching is consistently good across the school. Performance management targets are linked to pupils' progress and the school improvement plan. Staff do not progress to higher levels of pay unless all targets are met. The school promotes equality of opportunity and fosters good relations between all staff and pupils so that there is no discrimination.

- Leaders do not always present the school's wide range of data on pupils' attainment and progress in a way that allows quick and easy comparisons to be made on how well different groups of pupils are doing and how the school compares with other schools nationally.
- The school has an accurate view of its strengths and areas for development. Areas for improvement from the previous inspection report have been successfully addressed and this indicates the school's good capability to improve further.
- The school's curriculum makes a good contribution to the pupils' social, moral, spiritual and cultural development. However ICT is not used well enough to support pupils' learning especially in mathematics.
- The local authority has provided good support to the school to help leaders bring about improvements in achievement, teaching and behaviour.
- **The governance of the school:**
 - The strong governing body provides effective direction to the school's work and both challenges and supports the school well. Governors are well informed about performance data, staff appraisal, the quality of teaching and about how well pupils are learning and achieving. They are regular visitors to the school so they are known to pupils and staff and can find things out for themselves. Governors attend regular training to enable them to carry out their duties effectively. They make sure child protection and safeguarding procedures are fully in place and manage the headteacher's performance with challenging targets for school improvement. They are well aware of what is being done to reward good teaching and address areas for improvement. Governors understand the impact of the pupil premium funding on the learning and progress of eligible pupils. They ensure that financial resources are well managed and that the school is financially secure.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109110
Local authority	Bristol, City of
Inspection number	412581

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	291
Appropriate authority	The governing body
Chair	Hannah Pepper
Headteacher	Sue Ramsay
Date of previous school inspection	24–25 June 2009
Telephone number	0117 903 9936
Fax number	0117 903 9935
Email address	hannahmorep@bristol.gov.uk

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