

Hannah More Infant School

White Oak Way, Nailsea, BS48 4YZ

Inspection dates 24–25 April 2014

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' achievement is good. Pupils make good progress from average starting points on entry to school; by the end of Year 2, attainment has been above average in writing and mathematics and often well above average in reading, since the previous inspection.
- Teaching is consistently good, with some that is particularly effective. Teachers plan units of work which interest pupils and which are well supported by a wide range of visits and visitors.
- Pupils with disabilities, special educational needs and from other vulnerable groups are well provided for and supported effectively so that they make good progress.
- Pupils' good attitudes make a significant contribution to their learning.
- Behaviour and safety are good. Pupils say they feel very safe. The broad and balanced curriculum plays a significant role in pupils' good behaviour and their social, moral, spiritual and cultural development.
- All staff share the school's drive and commitment to do the best that it can for every pupil who attends the school.
- The school's leadership analyses the information about pupils' progress closely and checks that teachers plan lessons that help any pupil who is not on track to reach challenging targets and catch up rapidly.
- Governors have a very accurate picture of the school's performance and are very well informed about outcomes for all pupils.
- Leaders, including governors, have ensured that good teaching and achievement have been sustained since the previous inspection and further improvements secured.

It is not yet an outstanding school because

- Occasionally the work set is too easy for more-able pupils, especially in mathematics.
- Pupils do not always have enough time to refine their own ideas for writing.

Information about this inspection

- The inspectors observed 14 lessons or part lessons, attended an assembly and listened to groups of pupils read.
- Two lesson observations were carried out jointly with the headteacher and deputy headteacher.
- The inspectors scrutinised the 35 responses to the online Parent View survey and spoke to parents and carers at the start of the school day.
- Questionnaires completed by 19 staff were analysed.
- Meetings took place with staff, pupils, governors and a local authority representative.
- The inspectors observed the school's work and scrutinised pupils' books, records of pupils' progress, the school's checks on teaching and learning and its development plan, records of behaviour and attendance, and safeguarding documents.
- The school is federated with Grove Junior School, which was inspected at the same time as Hannah More School; some interviews with staff and governors were conducted jointly by members of both inspection teams.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Full report

Information about this school

- Hannah More Infant School is smaller than average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals and for looked after children) is below average.
- The proportion of pupils with special educational needs supported through school action is well below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- Most pupils are of White British origin.
- The school has been federated with Grove Junior School since March 2012 and shares the same headteacher and governing body.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding in order to enable pupils to make even better progress by making sure that:
 - teachers always have the highest expectations of what pupils can achieve, especially more-able pupils in mathematics
 - pupils always have enough time to develop their own ideas for writing.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good in relation to their starting points and abilities. Pupils make good progress across the school and, as a result, standards are consistently above average at the end of Year 2. Although standards dipped slightly in 2013, they were above those seen nationally.
- The school's records and evidence in pupils' books show that pupils consistently make good progress in reading, writing and mathematics because of effective teaching over time. A high proportion of pupils make even better progress in reading.
- Children start school with skills, knowledge and understanding at levels typically expected for their age. Learning gets off to an excellent start in the Early Years Foundation Stage. Children learn early literacy, number and physical skills at a rapid rate because they use these every day in a wide range of purposeful indoor and outdoor activities. They are very well prepared for Year 1.
- In 2013, the proportion of pupils in Year 1 who met the expected standards in the national screening check in phonics (letters and the sounds they make) was above average. Older pupils are enthusiastic readers and have a range of skills that help them to work out unfamiliar words and to answer questions about characters and what is happening.
- Pupils make good progress, and in 2013 reached standards above those found nationally in reading, writing and mathematics. Most Year 2 pupils read at levels well above those of pupils of a similar age by recognising whole words and using their phonic knowledge to sound out unfamiliar words.
- Pupils are adventurous, confident and accurate writers throughout Years 1 and 2. Lessons are usually well structured so that they build into longer writing sessions when pupils write pieces on their own. However, sometimes pupils' writing is not as successful as it might be because pupils do not always have enough time to develop their own ideas.
- Pupils can count and work out number problems with totals up to 20 by the start of Year 1. They continue to make good progress and are confident to solve problems with larger numbers by themselves in Year 2. Their knowledge and understanding of shapes, measures and fractions are good. However more-able pupils are sometimes given work which is too easy and their progress is not as good as it could be when this happens.
- Teachers' awareness of what helps pupils to make good progress ensures that generally teachers set work that stretches them, and so a greater proportion of the more-able pupils are reaching higher levels of achievement. However, a few still do not reach their full potential, especially in mathematics.
- Disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and the small number of pupils new to learning English make good progress because of the high-quality support they receive. Pupils with special educational needs typically reach at least average levels unless they have complex needs.
- The attainment of pupils who are supported by the pupil premium is similar to other pupils in the school in reading, writing and mathematics. The progress of pupils eligible for free school meals is in line with their peers.

The quality of teaching is good

- Consistently good teaching is ensuring that pupils make good progress across the school.
- Lessons are almost always planned well. Learning is typically effective because the pace is brisk, pupils are excited and enthused by what they are learning and all are suitably challenged.
- An example of this was seen in a well planned Year 1 mathematics lesson. Pupils used their knowledge and skills in subtraction to solve increasingly demanding word problems. They confidently set themselves challenges in the size of numbers and the resources they used to support their calculations. Consequently, they were very enthusiastic throughout the session,

were very proud of themselves and made good progress.

- In a small minority of the teaching, activities are sometimes planned that are too easy for more-able pupils, especially in mathematics; as a result, they are less engaged in their learning, so their progress slows.
- In the Early Years Foundation Stage, staff know the children well and intervene particularly effectively to support their speech and language development. The well-resourced learning areas ensure that children have a good range of activities that help them to develop a wide range of skills and knowledge, both inside and outside. Staff use assessment well to record children's development and move the children on quickly.
- The school places great importance on the teaching of early reading skills to pupils. The pupils who read to the inspectors were very proud of their reading and used their rapidly developing phonic knowledge to sound out unfamiliar words with confidence.
- In writing lessons, teachers make sure that pupils are clear on what will make their writing successful. However, on occasion, pupils do not have enough time to refine their own ideas for writing. When this is the case the quality of their writing is not as good as it could be.
- Marking is almost always effective and verbal feedback to pupils in lessons helps them to make good progress.
- Teaching assistants make a very valuable contribution to pupils' learning. They carry out clear roles and responsibilities with skill. For example, their role in class, small groups and with individual pupils with complex needs has contributed greatly to these pupils achieving the best, both socially and academically.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The good attitudes of pupils to learning ensure that they start tasks and activities quickly and respond enthusiastically to questions and instructions from their teachers. Pupils are confident to ask for help if they get stuck and try again once they have received support from teachers or teaching assistants.
- Pupils need little supervision to move around the school safely because they do so on their own sensibly.
- Playtimes are amicable, with pupils enjoying a range of equipment which they use to play games with their friends.
- Pupils and staff have trusting, positive relationships and children are polite to adults and each other.
- The school's work to keep pupils safe is outstanding. Pupils say they feel very safe. They know what to do on the very rare occasion that they may have a concern. They know that any adult in the school will help as well as one of their friends. Pupils understand the different kinds of bullying, including on the internet, and while they say bullying incidents are very rare, they are confident that they will get help if any were to occur.
- Pupils play an active role in school and enjoy taking responsibility, for example as school councillors and acting as 'buddies' at lunchtimes.
- All parents and carers who responded to Parent View, the online questionnaire, said that their children feel safe at school, are well cared for and that the school makes sure that its pupils are well behaved.
- Attendance is above average and has improved when compared to the same period last year.

The leadership and management are good

- The school's high standards have been maintained since the previous inspection and every member of staff is committed to achieving the very best for all pupils.
- The headteacher, fully supported by the governors, has developed the work of the federation whilst retaining a strong vision for the school. In this she is well supported by the deputy

headteacher of Hannah More Infants and by those with other responsibilities. The leadership of the Early Years Foundation Stage is strong and effective.

- The school's self-evaluation is accurate and improvement planning comprehensive. For example, the identification of a gap between boys and girls achievement in writing led to a focused review of teaching and has resulted in improved outcomes for both boys and girls and the gap closing rapidly.
- There has been some effective partnership work between the schools in the federation, for example in the support for pupils who are disabled or have special educational needs. Nevertheless, Hannah More still has a distinctive character and staff morale is high. Staff are committed to both maintaining and further improving the good quality of teaching, and pupils behave well and are enthusiastic learners.
- The school's systems for analysing pupils' progress and the standards being reached by individuals and groups of pupils in every class are effective. Termly checks identify those who may not be on track and immediate steps are taken to give the support needed to ensure that they get back on track quickly.
- Checks on the quality of teaching are clearly linked to pupil performance and best practice. Staff are effectively held to account for the achievement of their pupils. Professional development and training are used very well to support and develop teachers' skills and to raise standards even further.
- The school effectively develops a lively range of experiences to engage and develop pupils' learning. These involve a range of links between subjects known as 'learning loops' which result in pupils being required to apply their knowledge, understanding and skills across subjects.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. There are clear equal opportunities for all pupils.
- Pupil premium funding is used effectively to provide academic and personal support for eligible pupils. The progress of these pupils, disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and the small number of pupils new to learning English is checked regularly and rigorously to ensure that the variety of interventions and strategies being implemented have a positive impact on pupils' progress.
- Primary school sports funding provides professional sports coaching in a range sports activities and training for teachers. Consequently, pupils have a very good awareness of how to keep fit and healthy and are becoming increasingly confident and skilful.
- The school works extremely well with families; for example, the well-established reading partnership with parents and carers contributes greatly to pupils' above average achievement in reading. Almost all who were spoken to or who completed the online questionnaire would recommend the school to another parent.
- The local authority, in consultation with the school, has provided effective support to this good school. This has included training for governors, the moderation of pupils' work and the monitoring of teaching with school leaders.
- The school's arrangements for safeguarding fully meet current statutory requirements.
- **The governance of the school:**
 - The role of the federation governing body and the way it works with the two schools has been strengthened. The governing body is well led and organised. It is effectively informed through the headteacher's reports, its own systematic checks on the school's work, involvement in the 'monitoring week' assessments, visits to classes and detailed analysis of pupils' progress data. As a result, governors are in a knowledgeable position to ask demanding questions of school leaders on the quality of teaching and pupils' achievement. Governors manage finances well, with a clear understanding of the consequences of a recently reduced admission number. They review the use made of the pupil premium and school sport funding, together with the procedures for teachers' performance management and salary progression. They are also aware of procedures for tackling underperformance.

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	109088
Local authority	North Somerset
Inspection number	442648

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Ann Tonkin
Headteacher	Kay Church
Date of previous school inspection	15–16 September 2009
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