

Moxham Drive, Hartcliffe, Bristol, BS13 0HP

Inspection dates 17–18 September 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Requires improvement 3
Leadership and management		Requires improvement 3
Behaviour and safety of pupils		Good 2
Quality of teaching		Requires improvement 3
Achievement of pupils		Requires improvement 3
Early years provision		Good 2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Plans for improvement are not sufficiently focused on raising pupils' achievement. Consequently, standards in writing and mathematics vary too widely across the academy.
- Teaching is not consistently good enough to ensure that pupils make good progress from their individual starting points, especially in mathematics.
- Not all teachers have high enough expectations of what pupils can achieve. As a result, work is often too easy or too hard and this impedes progress, particularly for low attaining pupils.
- The marking of pupils' work is inconsistent and does not always help pupils to understand how to improve. Pupils have too few opportunities to act on advice they are given, which limit their ability to improve their work.
- Leaders do not systematically track the progress of disadvantaged pupils and disabled pupils and those with special educational needs. Consequently, gaps in attainment between these groups and others are not closing fast enough.
- During a period of significant staffing changes, academy leaders, including governors, have not monitored the work of the academy closely enough to bring about improvements to the quality of teaching.

The school has the following strengths

- Children in the Early Years Foundation Stage get a good start to their education. There has been rapid improvement in the proportion of children reaching a good level of development, which is now in line with the national average.
- Effective teaching of phonics (the sounds that letters make) is supporting the good progress made by younger pupils in reading.
- Pupils' behaviour and attitudes towards learning are consistently positive because adults provide good care, guidance and support. Throughout the academy, pupils are made to feel safe at all times.
- Pupils' social, moral, spiritual and cultural development is promoted well through interesting lessons and assemblies.

Information about this inspection

- This was an unannounced inspection.
- Inspectors observed one assembly, 23 lessons or parts of lessons, and specific one-to-one support for disabled pupils and those with special educational needs. One of the observations was conducted jointly with the headteacher.
- Meetings or discussions were held with senior leaders, teachers and support staff, pupils, members of the governing body and the academy’s self-evaluation partner.
- A wide range of documentation was scrutinised which included school improvement plans and minutes from meetings, as well as safeguarding information.
- Inspectors listened to a group of Year 2 and Year 6 pupils read.
- Inspectors held informal discussions with parents, and took account of the two responses to the online questionnaire, Parent View.
- Questionnaire responses from 34 members of staff were also analysed.

Inspection team

Dale Burr, Lead inspector

Seconded Inspector

David Edwards

Her Majesty’s Inspector

Colin Lee

Additional Inspector

Full report

Information about this school

- Hareclive converted to become an academy in September 2012. When Ofsted last inspected its predecessor school, Hareclive Primary School, it was judged to be good.
- Hareclive Academy is larger than the average-sized primary school.
- 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 or children in the care of the local authority) is well above the national average.
- Almost all pupils are from White British backgrounds. Very few pupils speak English as an additional language.
- The proportion of pupils who are disabled or who have special educational needs is in line with the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is lower than the national average.
- There have been significant changes in teaching staff and senior leadership over the past year.
- The headteacher is a local leader of education (LLE) and supports another school.
- In 2014, pupils' unvalidated results indicate that the academy did not meet the government's floor standards, which are the minimum standards set for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better and raise pupils' achievement by:
 - developing teachers' use of marking and feedback to help pupils understand how to make their work better
 - ensuring that all lessons provide appropriate challenge for pupils of all abilities, and particularly low attaining pupils and those eligible for the pupil premium
 - developing a whole-school approach to the teaching of mathematics, so that all staff set high expectations and develop pupils' mathematical understanding
 - ensuring more pupils exceed their expected rates of progress, particularly in writing and mathematics.
- Improve the effectiveness of leadership and management by:
 - setting measurable actions in the academy's improvement plan to address pupils' attainment and progress in English and mathematics so that senior leaders, including governors, can carefully check and evaluate the work of the academy
 - strengthening the system for checking the quality of teaching, so that greater emphasis is placed on how well pupils learn and achieve
 - ensuring senior leaders regularly provide the governing body with information on how well disabled pupils and those with special educational needs and those eligible for the pupil premium are achieving, so that governors might hold the academy more effectively to account.

An external review of the academy's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leadership and management require improvement. Senior leaders have not dedicated enough time to improving the quality of teaching. Consequently, some pupils do not make enough progress from their starting points.
- Academy development plans have not always focused on improving pupils' achievement across all classes. Governors do not routinely monitor the effectiveness of planned actions, which limits their ability to check on the success of the academy's priorities. More recently, senior leaders have set clear expectations and have a strong desire to improve the academy's performance, particularly in writing.
- Systems to check on the progress of disadvantaged pupils and disabled pupils and those with special educational needs require improvement. Although the regular checking of pupils' progress is beginning to provide teachers with the information they require to address underachievement, not all teachers' planning specifically addresses the needs of these pupils. As a result, achievement is stronger in some classes than others.
- The teaching of mathematics lacks rigour. Although the interim subject leader has a clear action plan and high expectations, work in some pupils' books highlights teachers' low expectations and a lack of progression, especially for low attaining pupils.
- Leaders' views of the academy are sometimes too generous. Leaders' expectations for how much progress pupils make have not been ambitious enough over time to secure good overall achievement. However, more recently, leaders have raised expectations of what pupils should achieve in reading, writing and mathematics.
- Knowledge and skills from experienced year group leaders are used to good effect to improve the quality of teaching. A comprehensive programme of training supports academy priorities effectively.
- Senior leaders have high expectations of pupils' behaviour. Clear policies and consistent procedures ensure lessons are rarely disrupted by poor behaviour. Pupils' social behaviour and their attitudes to learning are positive. The academy's offer for pupils' social, moral, cultural and spiritual development is good. Pupils demonstrate a growing awareness of British values and other cultures through well-planned lessons.
- Leadership in the Early Years Foundation Stage is highly effective. Teachers' expectations and well-developed plans ensure children achieve well. Good practice is shared and a culture of excellence is well established in each class.
- Pupils' attendance, although still slightly below national average, is improving. The academy celebrates good attendance and has robust procedures in place to deal with persistent absence.
- The academy is developing a broad and balanced curriculum. Regular spiritual and cultural activities are celebrated through a range of impressive art and literature displays, which help promote the school's core values of equality and respect. The onsite artists' studio, in particular, provides weekly opportunities for all pupils to be creative and to develop an appreciation of other cultures. For example, pupils strengthened their understanding of African culture by exploring art with visitors from their partner school in Kenya.
- As a result of well-thought-out plans and themes explored in assemblies, pupils are knowledgeable about other religions, such as Hinduism, and say the academy is an 'inclusive' place to learn. Teaching staff make good use of the different cultures in the local and wider community to broaden pupils' understanding of life in modern Britain.
- Opportunities for pupils to take part in extra-curricular activities are numerous. Academy staff offer an extensive range of clubs, including sports, cooking and other creative activities. The range of additional activities and experiences is indicative of the importance leaders place on developing pupils' social, moral, spiritual and cultural development.
- Pupils are benefiting from additional sport funding to enhance physical education. The academy has bought into a local sports partnership, which has increased pupil participation in leagues and tournaments. The academy has set challenging targets for greater participation at sports clubs to promote physical health and well-being.
- **The governance of the school:**
 - Governors are committed to the academy. They have a good understanding of the academy's strengths and areas to develop, but have been slow to challenge senior leaders about the fluctuating achievement of pupils in recent years. Governors are knowledgeable about the additional funding given to the academy to support disadvantaged pupils. However, they do not routinely monitor the influence this significant support is having on pupils' achievement. Governors regularly undertake training to enhance

their skills and roles. They make frequent visits to the academy to check on its work and have discussed ways to hold leaders more effectively to account. Governors manage the finances well and understand the importance of linking teachers' performance and pay. They have in place an appropriate system to deal with any underperformance in teaching. Governors understand the importance of keeping pupils safe and arrangements for safeguarding meet statutory requirements.

The behaviour and safety of pupils are good

- The behaviour of pupils is good throughout the academy and contributes to their positive attitudes to learning in lessons.
- Pupils listen carefully to adults and to each other. In lessons, pupils demonstrate good levels of participation, cooperation and high levels of independence.
- The academy manages pupils' behaviour well. Senior leaders regularly track and analyse patterns of behaviour. Pupils know the seriousness of receiving a 'yellow' or 'red' card. The academy's records show that behaviour is improving over time.
- Investment in the academy's outdoor facilities has improved behaviour in the playground. Pupils have access to a wide range of activities, which provides good opportunities to play, socialise and interact. Pupils play safely together and look after each other. One pupil said, 'Behaviour used to be bad at lunchtime but now we have so much to keep us occupied.'
- Pupils confidently talk about the different types of bullying, such as cyber and physical bullying. They report incidents of bullying to be rare; but, importantly, know that academy staff will help resolve any problems quickly and effectively.
- Pupils have a good understanding about how to stay safe in the wider community. The bike safety sessions have helped pupils understand the dangers of road safety, such as wearing a helmet and bright clothing.
- The academy's core values of 'Respect, Aspiration, Independence, Success and Equality' are explored well across the class topics. Pupils know and apply 'I can' statements to help create a positive culture for learning. For example, a Year 4 pupil was proud to say that his 'I can' statement is helping him to 'work in a group with people who learn in different ways'.
- The academy's work to keep pupils safe and secure is good. Adults provide good care, guidance and support to ensure pupils feel safe in school. For example, a dedicated member of staff skilfully supports targeted pupils and provides a good link between home and school. A very large majority of parents and staff agree that the academy provides a safe place for pupils to learn.
- Attendance and punctuality are improving. Although still below the national average, the academy works with other agencies to promote the importance of good attendance through rewards and incentives.
- Behaviour is not yet outstanding because, on a few occasions, planned activities did not meet all pupils' learning needs and, as a result, some pupils chose not to follow the teacher's instructions.

The quality of teaching requires improvement

- Teaching has not been consistently good enough to ensure that pupils make good progress, especially in writing and mathematics. As a result, not enough pupils, and especially those pupils eligible for the pupil premium, make good or better progress from their starting points.
- Some teachers do not have high enough expectations of what pupils can achieve. Work is not always matched to pupils' different abilities, particularly in mathematics for the low attaining pupils. In some lessons, pupils do not make the progress they are capable of because tasks are too easy for some and too difficult for others.
- The teaching of mathematics varies in quality across the school. Pupils are not always given enough opportunities to develop their mathematical reasoning. Sometimes a lack of effective questioning by teachers leads to pupils' misconceptions about mathematical topics.
- Scrutiny of pupils' books confirms that the academy's marking policy is not applied in all classes. Marking of pupils' work varies in quality and pupils have too few opportunities to act on advice they are given. This limits their ability to improve their work.
- Academy leaders regularly check on the quality of teaching. They have been successful at eliminating inadequate teaching. However, too often written feedback provided to teachers does not highlight the link between good teaching and pupils' achievement.
- Some of the most effective teaching is in Year 6. For example, at the end of a guided reading session,

pupils clearly articulated a secure knowledge of grammatical features of an advert. The majority of Year 6 pupils are on track to achieve their challenging literacy targets.

- Where teaching is most effective, teachers have high expectations of what pupils can achieve and ask probing questions to check pupils' understanding. In these lessons, teaching assistants are well deployed to extend the thinking of the most-able pupils and to support pupils needing extra help.
- The teaching of phonics is good. As a result, the proportion of pupils achieving the expected standard in the Year 1 screening check in phonics is above the national average.
- Reading is encouraged and promoted well throughout the academy. A good selection of books and guidance from adults are helping to make pupils become skilled and eager readers.

The achievement of pupils

requires improvement

- Children enter the Reception classes with skills and knowledge that are well below those expected for their age, particularly in communication, language and literacy skills. Children make good, and often outstanding, progress from their starting points. In 2014, a higher proportion of children in the Early Years Foundation Stage made better than expected progress and entered Year 1 with skills and knowledge close to that expected for their age.
- For the past two years, pupils in Year 1 have performed above the national average in the standard check of how well they know letters and sounds. All groups of pupils, including those who are most able, boys, girls and those entitled to additional funds, achieved levels above those seen nationally. This recent improvement is beginning to have an impact on pupils' reading achievement.
- For the second consecutive year, pupils' attainment at the end of Year 2 was below the national average in reading, writing and mathematics. Recent checks on pupils' progress indicate that the current Year 2 classes are on track to reverse this declining trend.
- Standards in Years 3, 4 and 5 are variable. This is partly due to the inconsistent teaching over time for the different ability groups. The biggest gaps in achievement are in writing and mathematics. In 2014, the academy did not meet the government's floor standards, which are the minimum standards set for pupils' attainment and progress. Current Year 6 pupils are on track to make better than expected progress from their starting points in reading, writing and mathematics.
- The progress of disabled pupils and those with special educational needs varies. Some pupils make good progress because work is carefully planned and they receive targeted support. However, the impact of strategies to support pupils' good progress is not checked upon regularly. As a result, some pupils make less progress than others.
- At the end of Year 6 in 2013, the attainment gap between pupils eligible for additional funding and other pupils in the academy closed completely in mathematics and was less than six months behind in reading and writing.
- The small numbers of most-able pupils are often challenged to make better than expected progress. For example, in 2013, the proportions exceeding expected progress was much higher than found nationally in writing and mathematics. Targeted support, such as Level 6 mathematics teaching, helps this group achieve well.
- Pupils across the academy are treated equally. Governors and staff are committed to the development of pupils' good personal qualities.

The early years provision

is good

- Children join the academy at levels well below what are typical for their age, especially in literacy and mathematics. Because of good teaching, children achieve well and make good progress in most areas of learning. The proportion of pupils who achieve a good level of development is rapidly improving, and is now in line with the national average.
- The induction programme is well planned when children start school. Parents are unreservedly positive about the start their children receive. No time is wasted in the quest to get the children learning right from the start.
- Carefully planned lessons are helping to address weaknesses identified on entry. Staff are at the early stages of addressing weaknesses in children's speaking skills, and they do not always model consistent use of language and encourage children to speak in full sentences.
- Reading is promoted well across the classes. Adult 'reading partners' are deployed to ensure children have regular opportunities to apply their phonics. This is helping to address previous low reading attainment.
- Learning journeys show a good breadth of activities. Good use is made of the academy's outdoor facilities

to make learning exciting. For example, during the inspection, a number hunt in the academy's forest area successfully supported children's mathematical, social and spiritual development.

- Teachers in the Early Years Foundation Stage have high expectations of the children. As a result, children behave well and listen carefully to adults. Children move safely around their shared spaces and are developing a good awareness of right and wrong.
- The highly effective phase leader has developed good links with the local nursery school and Year 1 colleagues to support progression. Consequently, the activities in Year 1 are closely matched to the pupils' developmental needs.
- Safeguarding practice in the Early Years Foundation Stage is good. All adults know the procedures to keep children safe and follow them.

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	138546
Local authority	Bristol
Inspection number	448638

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	The governing body
Chair	Chris Bowden
Headteacher	Mike Colcombe
Date of previous school inspection	Not previously inspected
Telephone number	01179030425
Fax number	01179030423
Email address	admin@harecliveacademy.co.uk

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