



Hannah More Primary School

Inspection Report

Unique Reference Number 109110
LEA Bristol, City of
Inspection number 285590
Inspection dates 24 May 2006 to 25 May 2006
Reporting inspector Peter Callow AI

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

Type of school	Primary	School address	New Kingsley Road
School category	Community		St Philip's
Age range of pupils	4 to 11		Bristol BS2 0LT
Gender of pupils	Mixed	Telephone number	0117 9039936
Number on roll	161	Fax number	0117 9030035
Appropriate authority	The governing body	Chair of governors	Ms A Hender
Date of previous inspection	15 February 2006	Headteacher	Mrs Julia Timlin

Age group 4 to 11	Inspection dates 24 May 2006 - 25 May 2006	Inspection number 285590
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This growing inner city school is situated in an area of major redevelopment. There is a high level of deprivation and two thirds of pupils are eligible for free school meals. About two thirds of pupils are also from minority ethnic groups. A quarter of pupils do not have English as their first language and most of these pupils are at an early stage in learning English. Nearly a third of pupils have learning difficulties. A significant number of pupils join or leave the school other than at the usual time. Children's attainment on entry to the Reception Year is very low.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The effectiveness of the school is satisfactory and it provides satisfactory value for money. The good leadership provided by the headteacher and deputy headteacher have been instrumental in positive changes, for example, in creating an environment where pupils are well cared for and their personal development is good. However, whilst the school is improving, its effectiveness is not yet good as the school evaluated it to be.

The school faces real challenges in raising standards, which are exceptionally low in English and mathematics, but it has transformed behaviour and is now beginning to be successful in bringing about better achievement. Pupils' rate of progress is improving because the school is using assessment data more effectively to set their individual targets and they are benefiting from the recently introduced creative curriculum. The very low standards on entry, the relatively large number of pupils that join the school who do not have English as their first language and high pupil mobility are all factors that significantly affect the standards reached in English and mathematics.

Pupils make satisfactory progress in the Reception Year because of the satisfactory quality of education they experience but their standards remain very low. The overall quality of education, including teaching, is satisfactory in Years 1 to 6, but there are some inconsistencies. Teaching does not always build carefully enough on pupils' prior attainment and marking does not always help pupils to know how to improve their work and to take responsibility for their learning. The involvement of middle managers, such as subject co-ordinators, in evaluating the quality of provision is still in the early stages of development and is a factor preventing improvement from being more rapid.

Progress since the last inspection has been satisfactory overall, and it has been good in the last two years. The headteacher has brought about successful change and with the support of staff, governors, parents and the local community the school has a secure capacity to improve further.

What the school should do to improve further

Raise standards in English and mathematics by ensuring that teaching always builds effectively on pupils' prior attainment. Ensure that marking consistently tells pupils how they can improve their work and helps them to take more responsibility for their learning. Increase the involvement of subject co-ordinators, in evaluating the quality of provision.

Achievement and standards

Grade: 3

The achievement of pupils is satisfactory overall. There are examples of some making good progress, particularly Black African pupils and those with learning difficulties. When the majority of children start school their standards are much lower than normally expected for their age and when they leave they are still much lower by national

standards. Standards on entry are particularly low in emotional development and in aspects of communication, language and literacy. Children make satisfactory progress overall in the Reception Year and good progress in creative development. Pupils who do not have English as their first language make good progress in developing their command of English.

The vast majority of pupils make satisfactory progress and some make good progress as they move up through the school, but a few pupils in each year group do not do as well as they should. These few pupils do not always meet the challenging targets that are set because some activities do not build sufficiently on their existing knowledge, skills and understanding. Weaknesses in standards have been most evident in communication, language and literacy in the Reception Year, writing at the end of Year 2 and mathematics at the end of Year 6. However, standards are improving in all three areas as a result of the impact of some successful strategies, particularly in the use of assessment and in the development of the curriculum.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, and well-being are good overall. As a consequence of the strong and effective action on the part of the school, behaviour and attitudes are now good.

Rich cultural diversity celebrated in the school enables pupils' cultural development to be outstanding. Their spiritual, moral and social development is good because the school gives emphasis to pupils learning to respect and value themselves and each other. Whilst attendance is below average, pupils enjoy coming to school. Attendance rates are improving because of the rigorous systems now in place to encourage regular attendance.

Pupils have a clear understanding of how to be safe and lead healthy lifestyles as a result of the school's comprehensive personal, social and health education programme. Many contribute well to the school and the wider community. Pupils' active involvement in the community includes participation in local festivals, attending local Schools' Council debates, painting a mural in the local area and charity events. Whilst literacy and numeracy skills remain low, there is a wide range of opportunities that help pupils to develop the skills that will contribute to their future economic well-being, including the outstanding links with local businesses.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall and there is some that is good. Where teaching is good there is a brisk pace to lessons, expectations of the standards all pupils are capable of attaining are high and there is appropriate challenge. Relationships are positive in all classes and behaviour is managed well. Teachers provide

a clear focus at the start of lessons and summarise and consolidate learning well at the end.

Pupils with learning difficulties and those who do not have English as a first language are well supported in class and as a result make good progress. The teaching of literacy skills is improving and is beginning to have an impact on pupils' progress, for example in Year 2, as is the teaching of mathematics in Years 5 and 6.

Whilst there are some examples of assessment being used well to match work to pupils' differing needs, assessment is not used consistently well in ensuring that all planned activities build sufficiently on all pupils' prior attainment. As a consequence, a small number of pupils do not make the progress of which they are capable. The inconsistencies in marking limit the extent to which pupils can take responsibility for their own learning. Whilst pupils get good feedback on how well they have met the success criteria of the lesson they do not always get enough information about how they can improve their work and attain at a higher level.

Curriculum and other activities

Grade: 2

Curriculum provision is good because the school has developed a creative curriculum that is relevant to the wide range of backgrounds, needs and interests of pupils. This is beginning to have a positive impact on achievement in English and mathematics as it has already done in other curriculum areas. For example, an exciting range of learning opportunities is helping pupils to achieve very well in information and communication technology. The school has continued to follow the National Strategies for English and mathematics separately but is carefully starting to incorporate aspects of these strategies into the whole school curriculum plan in order to raise standards further. For example, there are now some really good opportunities for pupils to use and develop their English and mathematics skills in other subjects.

Visits, including the close links with local museums, and visitors to the school support the curriculum extremely well. For example, pupils in Year 5 working with a visitor on African drumming techniques increase their appreciation of the rich cultural diversity around them. A good range of clubs such as sports, art, music and logical thinking provide pupils with additional opportunities to practise and use skills gained in class.

Care, guidance and support

Grade: 2

Care, guidance and support are good. All staff ensure that pupils' welfare and safety have top priority. Risk assessments are carried out thoroughly and child protection procedures are fully in place.

Pupils with learning difficulties are supported effectively and the school actively seeks advice and support from outside agencies to meet these pupils' needs. The work of a range of people within school, including the Learning Mentor, the Bilingual Support Assistant and Parent Co-ordinators, ensures that pupils and their families receive good support to meet their needs.

Whilst some pupils say they know what they need to do to improve, the extent to which pupils can take responsibility for their own learning, as a result of next steps in learning being identified in marking, is not consistent. However, good systems are in place to set challenging targets for pupils and to monitor progress. These systems have begun to be even more effective in helping to raise achievement since the practice of reviewing individual targets each term was introduced at the start of the school year.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher, with the support of the deputy headteacher is providing a clear focus leading to school improvement. Together, these senior leaders have changed the culture of the school so that it has become a vibrant centre at the heart of a diverse community where each pupil feels included and valued. The school's self-evaluation is satisfactory and improving quickly because it is now making good use of data to assist school improvement planning. Strategies put in place as a result of the analysis of data are already having a positive impact on raising standards and helping pupils to make better progress.

The good leadership of the key senior staff has successfully promoted the personal development of pupils and transformed their behaviour. Pupils' growing interest and enthusiasm for learning stem from leaders' careful planning of a creative curriculum to make learning more relevant to the wide range of pupils. The setting up of a family learning project to support pupils at home with mathematics is just one example of the good links with parents and how the school also seeks their views as part of its self-evaluation.

The school has done much to develop the roles and responsibilities of subject co-ordinators but their involvement in evaluating the impact of school improvement strategies is not yet sufficiently developed. However, the school has correctly identified the need for them to be more involved in monitoring and evaluation activities to ensure more rapid improvement through a consistency of good teaching leading to pupils making better progress.

The governing body fulfils all its statutory requirements, supports the school well and is fully engaged in the school's self-evaluation. The leadership and management provide the school with the secure capacity to improve further based on the school's track record of improvement, particularly over the last two years.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We were pleased to be at your school when your headteacher heard that it had been awarded the Gold Artsmark in recognition of all that is happening to enable you to learn well in art, music, dance and drama. Congratulations!

The headteacher and deputy headteacher, together with the staff, are working hard. They are putting changes in place to make sure that you enjoy learning in all aspects of the curriculum and make better progress. We saw that in action when we watched pupils in Year 6 tell imaginative and well-presented stories to younger pupils in a yurt in the hall.

The leaders of your school have already significantly improved pupils' behaviour, which you told us you are pleased about. They are now doing more so that you reach higher standards in your work.

We have asked your teachers to make sure that all the activities you are given build on what you already know, understand and can do so that you can all make good progress. We have also asked that all your teachers' marking shows what you need to do to improve and helps you to take more responsibility for your own learning. Teachers with responsibilities will check up more on how successfully the school is helping you to do well.

Your school is improving, particularly because of good leadership provided by the headteacher and deputy headteacher. They have helped to create a lively, happy and special place where each one of you is valued and cared for. We are sure that it can improve even more.