



# Hannah More Infant School

## Inspection Report

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**Unique Reference Number** 109088  
**Local Authority** North Somerset  
**Inspection number** 288276  
**Inspection date** 28 February 2007  
**Reporting inspector** Jill Arnold

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

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<b>Type of school</b>	Infant	<b>School address</b>	White Oak Way
<b>School category</b>	Community		Nailsea
<b>Age range of pupils</b>	4-7		Bristol BS48 4YZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01275 853997
<b>Number on roll (school)</b>	231	<b>Fax number</b>	01275 792276
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	John Hancock
		<b>Headteacher</b>	Joy Donovan
<b>Date of previous school inspection</b>	17 February 2003		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a large infant school. Almost all children are White British. Over a third of the children have learning difficulties or disabilities, which is above average. Children come from a wider area than at the time of the last inspection following the closure of another local school. The school shares its site with Grove Junior School.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. It is a welcoming and inclusive community which operates smoothly day-to-day and is highly regarded by parents. Good leadership and strong teamwork ensure good quality educational provision and excellent levels of care.

The quality and progress in the Foundation Stage are good. When children start school their skills are wide ranging but broadly average. This has changed since the last inspection, when children's attainment on entry to school was above average. Effective leadership has successfully maintained above-average standards in reading, writing and mathematics by setting and meeting challenging targets. Accurate self-evaluation and realistic action planning have enabled the school to focus successfully on improving children's language skills, their writing in particular. Assessment is used rigorously to monitor the progress of individual children and groups, to plan lessons which meet their learning needs and to provide appropriate additional support when necessary.

Effective teaching, including a consistent approach to the systematic development of skills, and an enriched curriculum contribute to the good progress children make. Teachers and support staff create a stimulating and supportive learning environment for children through attractive displays, high quality resources and classrooms organised to promote independence. Teaching assistants work in close partnership with the teachers, skilfully supporting children with learning difficulties and disabilities to ensure they make good progress. Emphasis on developing children's language skills permeates all lessons and contributes to children's good achievement in writing. However, opportunities for children to use and apply their mathematical skills in a range of subjects and practical contexts are more limited.

Children's personal development is outstanding and, together with their good achievement, provides an excellent foundation for their future lives. They really enjoy coming to school, behave excellently, have very positive attitudes to learning and achieve well. Their social, moral, spiritual and cultural development is excellent and, for their age, they have a good understanding of the importance of eating healthily, taking regular exercise and how to stay safe. Although independence and responsibility are encouraged successfully from an early age, there are limited explicit opportunities for older children to demonstrate their maturity outside lessons.

Good progress has been made since the last inspection, particularly in finding ways for children to evaluate their own progress and understand what they need to do to improve their work. A good track record and the quality of leadership provide the school with a good capacity for improvement in the future.

### What the school should do to improve further

- Broaden the range of experiences for children to apply and develop their mathematical skills in practical situations.
- Increase opportunities for Year 2 children to demonstrate responsibility within the school community.

## **Achievement and standards**

### **Grade: 2**

In 2006, children attained above-average standards in reading, writing and mathematics in the Year 2 national tests. The school's initiative to improve writing resulted in a significantly higher proportion of children reaching the higher Level 3 than nationally, particularly girls. Whilst good, standards in mathematics were relatively weaker than in reading and writing. The school's improvement plan identifies mathematics as its next priority for action, having noted through monitoring that opportunities for practical problem-solving activities are limited.

The current Year 2 contains a high proportion of children with additional learning needs. Although they are making good progress in relation to their starting points, they are unlikely to achieve the high standards of previous years. Although only a third of the children in Year 1 met the expectations for their age at the end of their Reception year, they are making good progress. The school's assessment data on Reception children indicate that the majority are achieving within the expected range of skills and understanding for their age.

The school sets challenging but realistic targets for each year group and individual children. Their assessment data indicate that pupils usually achieve their targets and often exceed them.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding. Attendance is good and the rare incidents of inappropriate behaviour or bullying are swiftly resolved when brought to staff's attention. Children feel safe in the knowledge that there is always an adult to turn to if they have a problem. They understand that it is important to eat healthily and to take regular exercise. They are highly motivated to learn, to do their best and act on their teachers' advice. They are attentive in lessons, keen to express their views and take part enthusiastically when given the opportunity. They are proud of their achievements and their school and are able to reflect on the feelings of others. The school has just introduced a system of class representatives to enable children to contribute their ideas to aspects of school life more formally.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is typically lively, engaging, interactive and sharply focused on what the children are expected to learn. It is underpinned by excellent relationships and a good knowledge of the children and is often laced with humour, which the children visibly enjoy. At times, teaching is outstanding. On these occasions, the combination of very

clear expectations, stimulating resources and skilful, step-by-step development of children's understanding through open questions and explanations motivates children and enables them to make very good progress.

Lessons are planned effectively, with the range of children's abilities and interests taken into account. Although there is a good focus on developing children's language and communication skills at every opportunity, an emphasis on reinforcing and extending mathematical understanding in other subjects is less evident. During lessons, teachers frequently check on the children's progress, making sure they have understood and providing additional guidance or challenge where appropriate. Teaching assistants work effectively and sensitively with children, knowing when to guide or support them in their learning and when to encourage them to try to do things by themselves.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is thoroughly and imaginatively planned to meet the needs and interests of the children. The introduction of role play and drama across a range of subjects recognises that children's language skills when they start in Reception have tended to be less well developed in the last few years than previously. This initiative is proving successful in promoting good writing standards by extending children's vocabulary and enabling them to rehearse their ideas in speech before putting them into writing.

Information and communication technology (ICT) is planned and used effectively in a range of subjects. Year 2 children commented how much they enjoyed making their own videos using newly purchased equipment. Children's understanding of social, moral and health issues is promoted particularly well through personal, social and health education and physical education. Children are helped to develop their independence from an early age, by being expected to retrieve and put away equipment, for example. The recently introduced system of class representatives enables children to discuss school matters. However, opportunities for older children to demonstrate their increasing sense of responsibility around the school are more limited.

There are no after-school clubs, but there is a good range of visitors and visits to places of interest planned to support the curriculum. These enhance children's learning and contribute significantly to their enjoyment of school.

## **Care, guidance and support**

### **Grade: 1**

The school works hard and with great success to ensure the health, safety and well-being of the children. Clear procedures, detailed record keeping and effective communication with parents and external agencies support this aspect of the school's work. The guidance provided to children to support their behaviour and learning helps them to do their best in all areas and enables them to understand clearly how well they are doing and what they need to do to improve. Even the youngest children are encouraged to evaluate their progress by comparing their writing and number work to earlier attempts and to see how it has improved. An initiative to promote positive

and effective play at lunch time by play leaders is proving successful. The additional support provided for children with learning difficulties or disabilities is very effective, enabling these children to achieve well.

## **Leadership and management**

### **Grade: 2**

The headteacher leads and manages her staff effectively, supporting, motivating and enabling them to do their jobs well. Staff share ideas and information about the children, constantly seeking ways to make things better for them. Success is celebrated and achievement recognised. The staff's dedication and professionalism contribute significantly to the good progress, well-being and achievement of the children. Resources and finances are managed efficiently and the school provides good value for money.

Governors work effectively to fulfil their statutory duties. They are organised, well informed and are actively involved in school self-evaluation and improvement planning. Parents are overwhelmingly supportive of the school and appreciate what it provides. One parent's comment reflects the views of many: 'Our son enjoys school immensely and is always keen to come in. We feel it is a happy school that strives for the best in all its pupils and are pleased that our son can be part of it.'

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for making me so welcome when I visited your school recently. I enjoyed coming into your lessons, looking at your work and listening to what you had to say about your school. I am writing to tell you some of the things I found out.

Yours is a good school and it is well run by the people in charge. The adults at your school look after you very well indeed and give you good advice about your work. Your behaviour is excellent and you are doing well with your reading, writing and mathematics. It's not surprising that you enjoy coming to school because it is well organised, which helps you to feel safe and happy. The teachers are good at making lessons fun and interesting and help you to do your best.

There are a couple of things that will help to make your school even better. I have asked the teachers to think of more practical activities that will help improve your numeracy skills. I also think the older children are so sensible that they should have more ways of showing this around the school. You can help by giving the teachers your ideas about how this might happen.

You and your parents are right to be proud of your school. It has a lovely atmosphere and everyone gets on so well together. I wish you all the best for the future.