



Hareclive Primary School

Inspection Report

Unique Reference Number 109125
Local Authority Bristol, City of
Inspection number 288287
Inspection dates 9–10 November 2006
Reporting inspector Gerald Griffin

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

Type of school	Primary	School address	Moxham Drive
School category	Community		Hartcliffe
Age range of pupils	4–11		Bristol BS13 0HP
Gender of pupils	Mixed	Telephone number	0117 9030425
Number on roll (school)	385	Fax number	0117 9030423
Appropriate authority	The governing body	Chair	Colin Howe
		Headteacher	Mike Colcombe
Date of previous school inspection	10 December 2001		

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Introduction

The inspection was carried out by three Additional Inspectors

Description of the school

The school serves an area of considerable economic hardship. Most of the pupils are of White British heritage and nearly everyone speaks English as their first language. The proportion of pupils with learning difficulties or disabilities is above the national average. Children enter the school with skills and experiences that are well below the expected levels. The new headteacher has been in post since September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The school's effectiveness is inadequate and pupils do not receive a satisfactory standard of education. Standards are exceptionally low in English, mathematics and science, and the pupils' achievement is inadequate. Whilst standards have recently improved in English, the pace of improvement has been too slow and progress remains unsatisfactory because teaching and learning are inadequate. Classes are orderly and relationships are good. As a result, pupils are well behaved and are keen to learn. However, teachers' expectations for the standards of work are generally too low. Their use of assessment information is too variable to ensure work is consistently matched to pupils' needs. Work is not always engaging enough to sustain pupils' concentration. Provision in the Foundation Stage is satisfactory. The children make sound progress in the Reception class because the teaching they receive is satisfactory. Few children reach the expected goals for their age when they enter Year 1.

Pupils' personal development is satisfactory. They feel secure in the school's happy atmosphere and largely enjoy what the school offers. For example, they talk with real enthusiasm about the opportunities to develop their artistic talents in 'Room 13' under the guidance of professional artists. However, pupils find some work in other lessons lacks appeal. The curriculum is satisfactory and promotes pupils' good enjoyment through activities such as popular sports clubs and regular visits to places of interest. Pupils have a good appreciation of the need to be healthy and do their best to put this into practice through their choice of food and by taking plenty of exercise. The care, guidance and support of pupils are inadequate, although the pastoral care arrangements are good and contribute well to pupils' growing self-confidence and personal development. Parents especially appreciate this. The guidance and support given to pupils with learning difficulties or disabilities is inadequate, which affects their progress. The academic targets that the school sets for pupils have been too low and the procedures to monitor their progress are unsatisfactory.

Leadership and management are inadequate, as is the school's capacity to improve. Not enough has been done to improve standards since the last inspection. The checking of the quality of teaching has been weak, and measures to improve teaching have not been effective. The school has been slow to recognise the decline in standards and achievement, and the action taken to remedy matters has not been robust enough to reverse the trend significantly. The new headteacher has made a promising start and has correctly identified the key areas that need improving, but it is too early to see the impact of his work to raise standards.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What the school should do to improve further

- raise teachers' expectations of what the pupils can do, to improve standards and achievement in English, mathematics and science
- provide more relevant and engaging tasks and improve the use of assessment information to move pupils on in their learning.
- provide pupils with learning difficulties or disabilities with better guidance and support to help them make faster progress
- implement robust arrangements to check teaching and pupils' progress more effectively.

Achievement and standards

Grade: 4

Standards are exceptionally low by the time pupils leave school and achievement is inadequate for all groups of pupils, including those with learning difficulties or disabilities. Provision and progress are satisfactory in the Reception class although few children reach the expected goals in communication, language and literacy, and mathematical development. On entry to Year 1, their attainment is well below that usually found for children of this age. Standards are very low in reading, writing, mathematics and science in Years 1 and 2. The progress of boys is particularly slow because the tasks planned for them do not consistently engage their interest.

By Year 6, standards in English, mathematics and science are exceptionally low. Pupils do not make the expected progress and are not prepared well enough for secondary school. The very low standards were reflected in the national test results in 2006 and the school failed to meet its targets. Improvement strategies in English are resulting in examples of better progress in some classes in Years 3 to 6 but the pace of improvement is too slow.

Personal development and well-being

Grade: 3

Children in the Reception class are confident and keen to share their experiences. By the time they start in Year 1, they work and play well together. Pupils' spiritual, moral, social and cultural development is good and promoted well by lively assemblies and visits to places of interest. Pupils respect and value each other and the world around them. Their good behaviour comes from a clear understanding of right and wrong. Whilst pupils enjoy most aspects of school, they occasionally find their work in lessons lacks appeal.

Pupils say bullying is very rare and always dealt with promptly and effectively. They are confident in approaching a member of staff if they have a worry and say their concerns are quickly resolved. They talk proudly about the responsibilities they take on and the role of the school council, which are developing their good sense of community. Whilst pupils gain good experience of mini-enterprise through projects

with local industry, low standards in English and mathematics hamper pupils' development of the skills necessary for their future lives.

Quality of provision

Teaching and learning

Grade: 4

Teaching in the Reception class is satisfactory and children receive a sound start to their school life and make satisfactory progress. Teachers make effective use of assessments to plan work that meets the needs of all children. Occasionally, children's play lacks sufficient direction to ensure it is constructive.

Teaching in Years 1 to 6 is unsatisfactory because it is inconsistent in its approach and quality. This means that pupils are not receiving the good teaching that they need to improve standards and raise achievement to a satisfactory or better level. Some good teaching seen was characterised by clear explanations, probing questioning and challenging tasks that were well matched to pupils' needs. These features ensured that pupils made at least sound progress. In most lessons, pupils are keen to learn because teachers manage behaviour well and establish positive relationships. In too many lessons, however, teachers' expectations of what pupils can achieve are generally too low and the pace of work is often too slow to accelerate progress. Work does not consistently engage pupils sufficiently so some lose concentration and stop learning. Teachers' plans do not always take full account of test results and other information to ensure work is matched to pupils' needs. As a result, some pupils are given work that is too easy while others struggle with tasks that are too difficult.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is broad and balanced and supports pupils' personal development. The curriculum in Reception is good, with an appropriate balance of adult-led and child-led activities. Circle time is used well to develop children's personal development.

The success of the school's efforts to make work more appealing and relevant to pupils has been variable. Specialist teachers provide good creative learning opportunities in art and drama and contribute well to pupils' cultural development. The curriculum does not develop pupils' appreciation of their place in a multicultural society and knowledge of other religions so well. In physical education, sports coaches promote pupils' good understanding of the need for exercise well and health education lessons effectively develop their commitment to a healthy lifestyle. Regular residential and day visits to places of interest and a good range of popular clubs extend pupils' interests and aspirations well.

Care, guidance and support

Grade: 4

Sensitive support and good pastoral care are provided for all pupils to promote their welfare and personal development. This good support is extended to families and is helping to improve behaviour and attendance. The guidance and support for pupils with learning difficulties or medical problems and in the early stage of learning English are unsatisfactory because their progress is not monitored robustly. Additionally, communication between teachers responsible for them is too infrequent to provide these pupils with consistent support. As a result, these pupils make unsatisfactory progress. The school is making good use of external agencies and specialists to promote the welfare of vulnerable children when the need arises. Child protection procedures and health and safety arrangements are secure. Robust and effective measures, such as the wide use of rewards, are improving attendance, although it is below average.

Procedures to assess pupils' work and track their progress have been unsatisfactory. Pupils' academic targets have lacked challenge and resulted in low expectations of what pupils can do. The school has recently revised guidance procedures so that challenging targets are now set for pupils and their progress accurately monitored. It is too early to judge the success of these improvements.

Leadership and management

Grade: 4

Leadership and management are inadequate. In recent years, there has not been a strong enough emphasis on raising standards. The checking of teaching and learning has not been sufficiently rigorous to ensure that all pupils made the progress they should. Although actions to improve standards have been taken in the last twelve months, they have not been effective in raising standards in English, mathematics and science to a high enough level or to accelerate progress. The recently appointed headteacher has made a good start. He has an accurate view of the low standards and achievement in the school and the school improvement plan he has set in place accurately identifies priorities for improvement. A cycle of monitoring has been established to ensure that progress is made in addressing weaknesses. However, it is too soon to judge the success of these plans.

The quality of leadership of senior and middle management teams is unsatisfactory but improving. They have not used assessment information sufficiently well in the past to identify where improvements need to be made. This is now better, but not yet firmly established. Governors are given a strong lead from the chair of governors and are becoming more aware of their monitoring role, but their impact on the work of the school is unsatisfactory.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	4
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
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	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and being so friendly. We enjoyed our discussions with you about your work and the other things you do at school.

At present, your school is not doing as well as it could to help you learn, especially in English, mathematics and science. We think you can do better than you are doing and that you need more good teaching if this is to happen. We are asking the teachers to plan more interesting work for you to do that is neither too easy or too hard and to check more carefully that you are all doing as well as you can. We did, though, see a number of good things in the school and we thought you would like to know about these. What we liked most about your school:

- you are polite and well behaved
- in lessons, most of you enjoy your learning and try to work hard for your teachers
- each day, the staff take good care of you
- children in Reception settle in quickly and make sound progress.

What we have asked your school to do now:

- set targets that really stretch you, especially in English, mathematics and science
- provide really good teaching that helps everyone to do really well
- make sure that those of you who find learning a little more difficult have the right kind of support
- check your work and progress and what you do in lessons more carefully.

We think your school will need some help to do all this, and other inspectors will visit the school from time to time to look at the progress you are making. You can help by always doing your very best.