

Hareclive Primary School

Inspection report

Unique Reference Number	109125
Local Authority	Bristol, City of
Inspection number	322755
Inspection dates	2–3 July 2008
Reporting inspector	Linda McGill HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	330
Appropriate authority	The governing body
Chair	Richard Fudge
Headteacher	Mike Colcombe
Date of previous school inspection	10 November 2006
School address	Moxham Drive Hartcliffe Bristol BS13 0HP
Telephone number	0117 9030425
Fax number	0117 9030423

Age group	4-11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Hareclive is a large primary school. Its pupils are mainly of White British origin, reflecting the local area, which has high levels of social and economic disadvantage. Sixty per cent of the pupils are eligible for free school meals; this is well above average. The proportion of pupils who have learning difficulties and/or disabilities is also high. Most have difficulties with their learning, but others have behavioural, emotional or social needs. Thirteen pupils have a formal statement of special educational needs and five of these are in the current Year 6. Almost all of the pupils join the school having attended the children's centre that shares the same site. Children start in the Reception classes with skills and knowledge that are well below those of a typical four year old. In particular, many have difficulties in communication, language and literacy. The school has received the Healthy School award. The headteacher was very new in post at the time of the last inspection. The deputy headteacher took up post at the start of this academic year.

When the school was last inspected in November 2006, it was found to require special measures. One of Her Majesty's Inspectors monitored the school's progress on three occasions since then.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005 Her Majesty's Chief Inspector of Schools is of the opinion that this school no longer requires special measures. It now offers its pupils a satisfactory standard of education. Some aspects of its work are good and the school has a good capacity to continue to improve.

In an assembly during the inspection, the deputy headteacher told the pupils, 'Hareclive is changing.' This is true, and it is changing for the better. The school has a new uniform and logo, which are the outward signs of change. More importantly, standards are rising and the pupils are making better progress in their learning. There is a clear sense of direction and purpose. This is underpinned by five core values – respect, achievement, inspiration, success and equality – that the staff and pupils are beginning to share. The pupils confirm that things are much improved. They are developing an evident sense of pride in their school and how far they have come on in their learning.

The pupils' achievement is satisfactory. Pupils make the progress that they should in lessons. Some have made good progress and are quickly making up lost ground. For example, pupils in Year 1 have made rapid progress in reading and writing. In Year 6, pupils have made excellent progress in science, and good progress in English and mathematics. However, their starting points were so low that the school's results in this year's national tests are unlikely to improve. Across the school, the number of pupils working at the level expected for their age is growing. Standards are still much lower than average and there are gaps in pupils' knowledge and their basic skills. However, there is a clear, rising trend from the Reception year onwards.

The pupils are making better progress because of good improvements in the quality of teaching, which is now securely satisfactory. There are evident strengths in teaching, but some inconsistencies remain. This shows in the better progress that pupils make in some year groups than others. In the past, there was considerable instability in the teaching force that had an adverse impact on learning. The pupils said how much they disliked having several different teachers and that they showed their displeasure by misbehaving. Now, however, the pupils enjoy their lessons, show interest and want to learn, rising to the higher expectations that teachers have of them. Learning support assistants are playing an important part in raising standards. They work successfully with individuals and small groups on a variety of intervention programmes. This helps pupils catch up and makes sure that those who have difficulties with their learning do not slip further behind.

Personal development and well-being are good. Attendance levels are steadily rising, and are above the target for this year. The pupils' good behaviour, sociability, their increasing ability to work well with partners, and the improvements in their achievement mean that pupils are suitably prepared for the next steps in their educational careers.

The school cares for its pupils very well. The home/school worker makes an excellent contribution to this. In particular, vulnerable pupils and their families receive good support at difficult times in their lives. Academic guidance is developing well. Staff have detailed information about the pupils' levels of attainment and the progress pupils are making. They use this information effectively to set targets and to make sure that lessons are pitched at the right level. Marking helps pupils know what they have done well and what they need to focus on next.

All of the improvements mentioned above stem from strong leadership and management. The headteacher and deputy headteacher work very well together, using their complementary skills

to good effect. They have a secure understanding of the school's strengths and weaknesses and have clear plans for further improvements. For example, a new curriculum is to be introduced in the next academic year. The aim is to capture the pupils' interests and to make sure that pupils develop the key skills and competences that they need to succeed as learners. Middle leaders play a strong part in driving improvements in their areas of responsibility. Having seen the results of their efforts, they are keen to ensure that successes are built upon and extended. There has been a complete change of culture and ethos at Hareclive. It is now a happy school where pupils are keen to learn, and teachers work effectively to help them do so.

Effectiveness of the Foundation Stage

Grade: 3

The recently appointed Foundation Stage leader has made a good start and the impact of her work is already visible. There is a much sharper focus on learning in the Reception classes. The children are making progress at a better rate and, although standards are still low, they will start Year 1 next year with a higher level of knowledge and skills than in the past. About one third of the children have reached the goals expected for their learning in communication, language and literacy and mathematical development. The staff have always cared for the children and planned a wide range of things for them to do, but the purpose behind the activities is now clear. There is an appropriate balance of indoor and outdoor learning. There is still work to do to improve the way that the staff observe, assess and record children's learning. Currently, the 'learning diaries' contain examples of what children have done or said. They do not show progression in learning or identify what children need to do next. The children work and play happily, concentrating at activities with adults or at those they have chosen themselves. Their personal and social skills are developing well.

What the school should do to improve further

- Raise standards further.
- Raise the quality of teaching to the level of the best.
- Improve assessment, recording and tracking procedures in the Reception classes and use the information to identify precisely the next steps in children's learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The school's tracking data and the work in pupils' books clearly show that standards are rising. Although standards are still below average, they are closer to what is expected for the pupils' ages. The strategies that the school has used to bring about improvements have had a positive impact. For example, the systematic programme for teaching pupils the sounds of letters and how to use their knowledge in their writing is paying dividends. Pupils are making satisfactory progress in reading and especially in writing. The impact is maximised when teachers give pupils the opportunity to apply what they have learned in their phonics sessions in other subjects. Pupils are also reaching higher standards in mathematics and science, because teaching focuses on areas of weakness and tackles the gaps in pupils' knowledge and skills. Intervention programmes in reading, writing and mathematics, booster classes, grouping pupils by ability,

and revision classes are just some of the many steps that the school has taken which have made sure that all pupils, including those who find learning difficult, make the progress they should.

Personal development and well-being

Grade: 2

Pupils are polite and friendly individuals who display an open curiosity about what is going on around them. During this inspection, several asked questions to find out the inspector's impression of their school, adding 'it's the best in Bristol'. Spiritual, moral, social and cultural development is good, with particular strengths in social development and pupils' growing ability to reflect and think about themselves and others. The pupils have a good understanding of healthy lifestyles and certainly make very good and vigorous use of the school's spacious grounds. They use the climbing equipment safely and with an awareness of others. The school council members are beginning to play a significant part in the school's life and respond well to their responsibilities. The school seeks and takes account of pupils' views, for example every pupil submitted a design for the new school logo. The pupils' contribution to the local and wider community is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is securely satisfactory. The proportion of good teaching is growing, and the school is well placed to spread good practice from within. The more effective use of assessment information has been pivotal to the improvements in teaching. The teachers assess attainment and track progress regularly and have information about every pupil at their fingertips. This helps to pinpoint the level at which lessons should be pitched and identify those who need particular support. It has also helped teachers to distinguish between those pupils who have difficulties with learning and those who are underachieving. Teachers have higher expectations because their knowledge of what is expected at different ages is more accurate. The best lessons are carefully structured so that pupils build securely on what they already know. Most teachers are skilled at asking the right questions to check understanding. They use a good range of strategies to capture pupils' interest and to manage their responses in discussions. However, there are still some lessons which either fail to stretch the pupils or where tasks are too difficult.

The pupils are usually keen to learn. They apply themselves readily to their tasks and concentrate well. They become even more enthused when they meet with success. Some rely heavily on support from adults and are not prepared to 'have a go' for themselves. Occasionally, pupils' lack of general knowledge holds them back.

Curriculum and other activities

Grade: 3

The curriculum is suitably broad and is reasonably well balanced. However, there is relatively little that is special about it. It does not take sufficient account of the pupils' needs and experiences and links between different subjects are under developed. It does reflect the need to broaden the pupils' horizons and includes regular opportunities for them to go on residential trips. Teachers take pupils to places of interest that link to the topics they are studying. Visitors to the school and the onsite artists in residence also enrich the pupils' experiences. A local

voluntary organisation provides after school activities of good quality. Staff are keen to implement the new curriculum and welcome the chance to increase the pupils' enjoyment of learning as well as fostering their key skills and personal development.

Care, guidance and support

Grade: 2

The school cares for, supports and guides its pupils very well. Welfare, especially of the most vulnerable pupils, has high priority. Good links with outside agencies are used to help meet the pupils' many and varied needs. The pupils trust the adults who look after them. They say that they are safe at school and that any worries or disagreements will be taken seriously. The school's arrangements for ensuring pupils' safety and for protecting them are robust. The school balances the care of pupils with concern for their academic achievements. Careful note is kept of each pupil's learning and progress. The pupils get good feedback about how well they are doing and know what they need to do to improve. For example, marking acknowledges what they have done well and gives pointers to make the work even better.

Leadership and management

Grade: 2

The school is well led and managed. Senior leaders, and increasingly middle leaders, give a strong steer to the school's work and the drive for improvement. Staff at all levels are held accountable for the pupils' progress, and the teachers have worked very hard to try to reach the challenging targets that were set for the pupils' attainment this year. There have been remarkable successes in some cases. There is a regular cycle of monitoring to which a number of staff make a good contribution. The findings are used to identify areas of focus. Plans to tackle weaknesses are suitable, and show exactly how improvement will be brought about. There is an open and reflective culture among the staff and morale is high as they begin to see their efforts paying dividends in better outcomes for the pupils. The governing body is also playing its part in providing challenge and support to the school. Although it has relied on outside support, the governing body is now ready to fulfil its responsibilities towards the school and the pupils.

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Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

4 July 2008

Dear Pupils

Inspection of Hareclive Primary School, Bristol BS13 0HP

It was good to meet and talk to many of you when I inspected your school recently. You told me lots of things that helped me collect the information that I needed.

You might remember that I have visited your school a few times over the past 18 months. This is because your teachers and the other adults were working hard to improve things, and I was checking how well they were doing. I am pleased to be able to tell you that I think your school has improved a great deal. It now gives you a satisfactory education and no longer needs 'special measures'.

This is what I found:

- you are now making the progress in your learning that you should be. Some of you have made really good progress in reading, writing, mathematics and science and are reaching higher standards
- the teaching is much better. In some lessons, teaching is good. This means you are interested, enjoy learning and you behave well
- your headteacher, deputy headteacher and other staff know exactly what to do next to make sure that the improvements continue.

This is what is going to happen next:

- you are going to be challenged to reach even higher standards
- all of the lessons should be as good as the best ones
- teachers will check the progress of the youngest pupils very carefully to make sure they know exactly what they should learn next.

Please keep on trying hard in lessons and you will help these things to happen.

I think your new uniform and school logo are really smart. I know you will be proud to wear them.

Yours sincerely

Linda McGill Her Majesty's Inspector



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Her Majesty's Inspector