

Hannah More Primary School

Inspection report - amended

Unique Reference Number	109110
Local Authority	Bristol, City of
Inspection number	324901
Inspection dates	24–25 June 2009
Reporting inspector	David Westall

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	173
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Joy Skinner
Headteacher	Julia Timlin
Date of previous school inspection	24 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	New Kingsley Road Temple Meads Station Bristol BS2 0LT
Telephone number	01179 039936
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Age group	4–11
Inspection dates	24–25 June 2009
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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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. Over half of the pupils are known to be eligible for free school meals. Three quarters of the pupils are from minority ethnic groups, about half of all pupils do not have English as their first language, and one third are at an early stage of learning English. Nearly a third of all pupils have learning difficulties and/or disabilities. All of these proportions are well above the national average, as is the very significant proportion of pupils who join or leave the school other than at the usual times.

The school has an Early Years Foundation Stage which includes 30 reception-aged children. It has a breakfast club, and an after-school club that also operates during school holidays.

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. It is at the heart of the local community, and it serves its pupils well. The school celebrates and benefits from the rich cultural diversity of its pupils, promoting respect and pupils' self-esteem. It enables pupils to make good progress in both their academic and personal development. The school's success is quickly sensed by visitors who are met by enthusiastic pupils, interesting displays of work and committed staff who clearly love their jobs. Many well-judged opportunities are provided for parents to become an integral part of the school's stimulating learning community, and this helps them to be better prepared for supporting their children's development. It is easy to see why parents hold the school in high regard. A typical remark to an inspector included: 'This is a super school. I couldn't ask more from the staff. My children can't wait to get to school and I always feel welcomed.'

Pupils' good personal development stems from the supportive relationships that exist across the school. It is clear that teachers like and respect their pupils, and that these feelings are reciprocated. The quality of care, guidance and support is good. Pupils know that the staff have their best interests at heart, and that they are valued as individuals. Consequently, the school is a happy and harmonious community where pupils enjoy their education and get on well together. In these circumstances, it is surprising that the attendance rate is below average. However, too many parents choose to take their children on holiday during term-time, and there is a small minority of pupils whose attendance is persistently poor. These absences restrict the progress of these pupils.

Pupils' achievement is good. While overall standards are a little below average in Year 6, they nevertheless reflect good progress from the pupils' exceptionally low starting points on entry to the Early Years Foundation Stage. The very high percentage of pupils who join the school part-way through Key Stages 1 or 2, often speaking little English, also do well. This is the result of effective teaching. In English, pupils' standards are restricted from being higher by weaknesses in the organisation of their writing and in their vocabulary. In mathematics, pupils' problem-solving skills are often underdeveloped.

The quality of teaching and learning is good. Teachers' planning is effective, reflecting their accurate assessments of pupils' needs. Teachers know what they expect pupils to learn, and their explanations are clear. Therefore, pupils are generally confident about tackling their work. Often, teachers know just when to intervene with well-judged advice and when to stand back and let pupils work things out for themselves. In the minority of lessons that are satisfactory, rather than better, questions are not always used effectively, teachers sometimes talk for too long, and the pace of learning is rather pedestrian. Pupils benefit from a rich curriculum that provides a broad range of worthwhile learning opportunities and captures their interest. For example, during the inspection, Year 6 pupils enjoyed planning and delivering information and communication technology (ICT) tuition for Year 2 pupils, at the same time making clear gains in their own communication skills.

Good leadership and management are central to the school's success. Self-evaluation procedures are penetrating and effective. As a result, the school has an accurate view of its strengths and areas for development. The headteacher works tenaciously to improve pupils' educational opportunities. She communicates her high expectations persuasively to staff, so that all have a shared sense of direction and feel part of the successful team. Responsibility is delegated wisely. The senior leadership team, subject leaders and governors all fulfil their roles well and

contribute to the school's success. The school has made good progress since its last inspection and is well placed to get even better.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children achieve well in the Early Years Foundation Stage because the teaching is lively and well matched to their individual needs. They enjoy school and each other's company. Smiles and laughter are everywhere and children find that learning is fun. Although most children do not reach the nationally expected learning goals by the end of the Early Years Foundation Stage, they make good progress from their starting points on entry to the school.

Children's personal development is good. Most children quickly learn school routines, cooperate with others and behave well. There is a good balance between the opportunities provided for children to learn through focused play and through direct teaching. The outside environment is used well to foster children's learning. All areas of learning are covered thoroughly, and teachers give an appropriately strong emphasis to children's personal development and language skills. Adults take good care of the children and work together to provide them with effective support and guidance. The leadership of the Early Years Foundation Stage is good.

What the school should do to improve further

- Raise standards by improving pupils' vocabulary and writing skills and by developing their capacity to solve mathematical problems.
- Improve the minority of satisfactory lessons to good by ensuring that efficient use is made of time, and by ensuring that questions are used skilfully to probe pupils' understanding and that teachers do not talk for too long.
- Improve the attendance rate by emphasising its importance more strongly to parents and by following up poor attendance even more rigorously.

Achievement and standards

Grade: 2

Pupils' overall progress is good across the school, including for those with learning difficulties and/or disabilities. However, in a minority of lessons, it is satisfactory due to differences in the quality of teaching. Pupils in Year 6 usually meet the challenging targets set for them.

Well-focused school actions, including improvements to teachers' planning, have helped to accelerate progress this year. As a result, the progress of the most capable pupils has improved, especially in mathematics. In English, pupils' standards are notably higher in reading than in writing, and their vocabulary is often limited. In mathematics, although pupils' basic skills are broadly average, they are often unable to apply these skills effectively to solve problems. In science, pupils do particularly well, and their standards in Year 6 are in line with those achieved in most schools. Across the school, pupils who are learning English as an additional language progress well, as a result of the effective support they receive.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral and social development is good. The rich cultural diversity celebrated in the school enables pupils' cultural development to be outstanding. Pupils work together amicably, accept differences of opinion and have a well-developed sense of fair-play. Behaviour

is nearly always good. Very occasionally, a small number of pupils present challenging behaviour but this is well managed by staff. Pupils respond positively when given responsibility, for example, as playground helpers for younger pupils or lunchtime office monitors. In addition, pupils confidently express their views through the 'Children's Voice' forum, which enables them to play an integral part in the school's development.

Pupils are safety conscious, and they are concerned for the welfare of others. They enjoy a good range of physical activities and understand the importance of healthy eating. They have a strong social awareness, and are keen fund raisers for charities. Their constructive relationships with others, and their good academic progress, help them to be well prepared for their future.

Quality of provision

Teaching and learning

Grade: 2

Teachers' enthusiasm and commitment shine through in lessons. Because they have the knack of making learning interesting, and develop positive relationships with their classes, pupils are keen to learn. Teachers have a secure understanding of the subjects they teach, and a good awareness of pupils' individual needs. As a result, they often successfully pinpoint areas for improvement in pupils' work and target these accurately in lessons. In a minority of lessons, however, the teaching is only satisfactory, and this restricts the progress of some pupils. Pupils with learning difficulties and/or disabilities are taught well, as are pupils who are learning English as an additional language. Teaching assistants have good expertise, work in close partnership with teachers and provide pupils with valuable support.

Curriculum and other activities

Grade: 2

The school caters effectively for all pupils. Its strong emphasis on reading has been very successful, and has helped pupils to achieve especially well in this key skill. There is more to be done to increase standards in writing. However, the school is tackling the situation with tenacity and is providing increasing opportunities for pupils to write across the curriculum. In mathematics, the school provides effectively for the development of pupils' basic skills. However, insufficient emphasis is given to improving pupils' mathematical problem-solving skills as a means of raising standards further. Pupils have ample opportunities to develop and use their skills in ICT, including in different subjects, and provision in science is also good. Provision in the arts is another key strength, and the school has achieved the prestigious 'Arts Mark Gold' award. The curriculum is enriched by a wide range of educational visits, visitors and clubs. These are greatly enjoyed by pupils and benefit their learning. The provision in the 'More 4 Kids' club is good. It offers a wide range of well-planned, interesting activities for pupils after school and during school holidays.

Care, guidance and support

Grade: 2

Parents are justifiably confident that their children are well looked after at school. Pupils know that staff will listen if they have any problems. Safeguarding procedures fully meet current requirements. Child protection procedures are robust, and regular health and safety checks are carried out. Thorough and effective procedures enable pupils to settle quickly into the school, including the significant numbers that start part-way through their primary education. The

well-organised breakfast club fulfils its role well and gets pupils off to a good start each morning. The strong links established with external agencies provide effective support for pupils when this is required. The school does explain the importance of pupils' regular attendance to parents and carers. However, this requires an even stronger emphasis, and the school does not always follow up absences rigorously enough.

Pupils benefit from good support and guidance for both their academic and personal development. Teachers ensure that pupils know what they are expected to learn in lessons, and most pupils know their targets for improvement. However, the quality of teachers' marking is variable, and opportunities are sometimes missed to provide pupils with useful feedback about their next steps in learning.

Leadership and management

Grade: 2

The school has a clear sense of direction. Its performance is checked rigorously by the headteacher and senior leadership team. They are quick to recognise the good work of staff and are alert to situations where people need wise advice and guidance. Because staff benefit from helpful feedback, a climate has been created where everyone is striving to make the school even better. As a result, teamwork is strong and morale is high. Strategic planning is good, and has helped to secure school improvement. There is no hint of complacency in this school. For example, while the quality of teaching has improved, the headteacher recognises there is still work to be done to make a minority of lessons more effective. Provision is well managed for children with learning difficulties and/or disabilities, and for those learning to speak English. Subject leaders now fulfil their roles well, in contrast to the situation at the time of the last inspection. After-school and holiday provision, through the 'More 4 Kids' club, is managed effectively.

The school promotes community cohesion well. This is reflected in its understanding of the local community and its success in ensuring that pupils value diversity. The school's links with the local community are impressive, with parents benefiting from well-judged training to help them to support their children's development. A growing number of parents and business partners offer voluntary support for pupils. For example, during the inspection, staff from the Inland Revenue and Customs assisted Year 3 pupils with their mathematics and Year 2 pupils with reading. Pupils' understanding is further enriched by links with schools in rural environments in this country but currently, there are no links with schools abroad.

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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?	2
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

■ 26 June 2009

Dear Pupils

Inspection of Hannah More Primary School, Bristol BS2 0LT

Thank you for welcoming us into your school and for being so friendly, polite and helpful. Here are some of the good things we found out.

- You think Hannah More School is a good school and we agree with you.
- You enjoy school, generally behave well, like your teachers and have many friends.
- You understand the importance of keeping safe, eating healthily and taking exercise.
- You are doing well with your school work because teaching is usually good.
- The school makes sure it gives you lots of opportunities to learn different things, and that lessons are interesting.
- The grown-ups take good care of you, and you know who to go to if you need some help.
- The headteacher and other staff lead and manage the school well, so that you have a good education at Hannah More.

We found a few things that the school needs to do to make it even better. We have asked the school to help you to improve your writing so that it is as good as your reading, and to make sure you really understand how to solve problems in mathematics. Some lessons could be a little better, and so we have asked the school to make sure the teaching is always good. Some of you can help with the final thing we want to improve. Too many children are absent from school, and this means they do not always do as well as they could. It is important that attendance improves, and we have asked the school to make sure this happens.

It was good to meet you. We really enjoyed our time at your lovely school.

Yours faithfully

David Westall

Lead inspector