

Hanham Abbots Junior School

Inspection report

Unique Reference Number	109016
Local Authority	South Gloucestershire
Inspection number	337196
Inspection dates	29–30 June 2010
Reporting inspector	David Carrington

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Thomas Bray
Headteacher	M Coyne
Date of previous school inspection	3 July 2007
School address	Creswicke Avenue Bristol BS15 3PN
Telephone number	01454 866576
Fax number	01454 866578
Email address	hanhamabbotsjunior@southglos.sch.uk

Age group	7–11
Inspection dates	29–30 June 2010
Inspection number	337196

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons involving the work of 12 teachers. Meetings were held with groups of pupils, staff and governors. The inspectors evaluated the school's work, and looked at school self-evaluation documents, external monitoring reports and development planning. Responses from 144 parental questionnaires were analysed as well as those from school staff and the pupils.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- how far attainment and progress have been raised across the school
- what the school knows about the learning of different groups of pupils and how this information is used to plan support to accelerate their progress
- whether the school is close to its target of 75% good teaching
- the school's success in creating a senior leadership team that makes accurate judgements of the quality of provision and about pupils' progress.

Information about the school

Hanham Abbots Junior School is much larger than most primary schools. Nearly all of the pupils come from White British families. Very few speak English as an additional language and none is in the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have speech and language or specific learning difficulties. The entitlement to free school meals is below average.

The headteacher has been in post for almost two years and the deputy headteacher for one year. The senior leadership team has been newly created this year.

The school has Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This good school is improving well. The headteacher has set a brisk pace and clear agenda for change and his high expectations are fully supported by the new senior leadership team. Together, they have ensured the school has improved substantially over the last year. Systems to check how well pupils are progressing have been strengthened and the information produced is used in a determined way to make sure attainment and progress improve continually. The school has good capacity to maintain the rapid rate of improvement due to leaders' and governors' good insights into its effectiveness.

Pupils make good progress from their starting points in Year 3. There is increasing consistency in the quality of provision so that, for example, teaching is good with some outstanding practice. The school is close to its target for good teaching and is now expanding its aims in order to increase the proportion of lessons that are outstanding. Attainment in Year 6 is a little above average in reading and mathematics, although it is weaker in writing. These Year 6 pupils started school with below-average attainment across all subjects, so this represents good improvement. Other year groups are doing well and attainment is improving steadily. The proportion of pupils in all year groups reaching the higher levels in English and mathematics has improved significantly this school year.

Attainment in writing is improving due to the setting of challenging targets for achievement and the effective use of assessment to support learning. Nevertheless, senior leaders recognise that work to raise standards in this aspect has to continue in order to raise attainment in English further. The curriculum is good, although links between subjects and the use made of information and communication technology (ICT) are not yet effective enough. As a result, opportunities are missed to help pupils to consolidate and extend their basic skills in reading, writing and mathematics.

The school promotes pupils' welfare and safety well and the quality of its work in these areas has resulted in a healthy schools award. Pupils with barriers to learning, including those with special educational needs and/or disabilities and the vulnerable, are given expert support to help them achieve as well as other pupils. All aspects of pupils' personal development are good, including their behaviour, their involvement in the communities around them and their preparation for the next stage of their education. Their musical and sporting achievements are notable and these, together with secure literacy and numeracy skills, stand them in good stead for secondary school.

Morale among staff is high and ambition to succeed is obvious. The school has benefited from effective partnerships with the local authority and other schools. These links have

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

helped drive the improvement in attainment and progress from the lower levels found in previous years. While the school has been very focused on pupils' academic achievement for the past year, it has also been able to promote community cohesion most successfully. The links with schools in this country and across the globe are outstanding and a model for others to follow.

What does the school need to do to improve further?

- Ensure that pupils' skills in writing are as good as those in reading by
 - providing ample opportunities in every class for pupils to write expressively and in different ways.
- Extend opportunities for pupils to use their skills in literacy, numeracy and ICT across the curriculum by:
 - planning specifically for these skills to be used for a variety of purposes in different subjects.

Outcomes for individuals and groups of pupils**2**

During the three years to July 2009, pupils' achievement was not good enough. The headteacher and key leaders recognised this. Very successful moves were made to sort the problems surrounding weak achievement. These have resulted in a much improved picture this year.

The data that show pupils' progress over longer periods indicate good gains are made in skills and knowledge, particularly in reading and mathematics. In the latter, pupils are developing good skills of problem solving and investigation, which Year 6 books showed very clearly. A Year 6 mathematics lesson showed pupils' competitive streak in solving mathematical problems very clearly. They worked eagerly, quickly and determinedly to calculate complex number problems involving multiplication and division by numbers well in excess of one thousand. This race against time and other pupils resulted in above-average attainment and slick progress during the lesson.

Pupils are proud of their efforts. Their books and other work show this plainly. Two of the Year 6 higher-attaining girls have produced almost novel-length stories that show their very expressive writing talents. Overall, however, there are not enough opportunities for pupils to write in a variety of forms and for a range of purposes, which limits their progress in this area.

The school is a quiet, calm and settled place of learning. Any poor behaviour is dealt with quickly and in a supportive way. Thus, pupils respond well to learning and play. Relationships are markedly good and pupils collaborate effectively, talk together sensibly about their work and progress and encourage each other to do their best. Several pupils took great joy in taking part in the regional wheelchair basketball competition. The other pupils were proud of their achievement. This helped develop great sensitivity and empathy with the needs of others. All pupils feel safe in school and they know what might present risks and how to avoid them. They are alert to the need to keep healthy

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and much enjoy the very varied programme of sporting activity. Attendance rates are rising steadily and are not far from being well-above average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are much enjoyed by the pupils. They work hard, take great care in presenting their work and double-check their spellings. Much is completed in each lesson, so over its course, progress is good. Year 3, for example, wrote raps on Spanish animals which linked with the International Week theme. Their enthusiasm bubbled through in their performances, which included lively actions and excellent recital of the words. Pupils in their audience listened with rapt attention.

Teaching is generally successful in promoting good quality learning such as this and in ensuring good progress. The use of assessment to support learning is good and usually has a high profile in lessons. The pupils are used to talking about their successes and difficulties in learning and know what they have to do to improve. Occasionally, teachers talk for too long or they do some of the thinking for the pupils. This reduces the potency of lessons to develop independent and self-reliant learning and the rapid mastering of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

new skills and knowledge. However, such lessons are in a minority and a growing proportion is of outstanding quality, as seen in a Year 5 session where pupils designed a Trojan horse, using novel materials and methods. This lesson showed links between subjects at their best, in this case, literacy, history, and design and technology. With notable exceptions, other lessons are less wide-ranging.

The school uses effectively its impressive partnerships with local groups and schools in other parts of the world to bring a liveliness and relevance to the curriculum. Belly dancing, mathematics in Spanish, judo, golf, visits to the Sikh gurdwara and paper engineering activities are all representative of the innovative approach to the curriculum. At present the use of ICT and other subjects to extend such achievement is inconsistent. There are excellent examples such as these two fictional episodes and history books, for example, include some lively writing, but elsewhere the links are less pronounced.

Parents and carers comment frequently on the welfare, care and nurturing provided by the school. Few have worries about these things. Staff are committed to the pupils' safety, security, health and happiness. The information from assessment is used effectively to match support to pupils' needs. For example, the revamped systems to support pupils with special educational needs and/or disabilities are encouraging them to progress well and take great pride in their achievements.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

While the main focus this last year has been on accelerating academic achievement, the new senior leadership team has not lost sight of other key priorities. The excellence of the promotion of community cohesion is an example of the school setting high expectations and pursuing an aspirational goal. The sheer number of pupils and staff making visits to schools overseas and hosting return visits is impressive.

School leaders and governors keep a watchful eye on pupils' safety and security. Safeguarding procedures are good. A comprehensive review of safeguarding documentation is enabling leaders to bring all policies completely up to date. Improvements to achievement and care, guidance and support during the last year have contributed to the strengthening of equal opportunities. There are now good opportunities for all pupils, regardless of ability, gender or age, to do well. The school does not tolerate any form of discrimination.

Governors have raised their own expectations of the school's work. They use pupils'

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

progress as the key indicator of its performance and are increasingly quizzing the data that show the rate of progress for different groups. They are aware that the school's more rigorous and comprehensive tracking systems are worthy of greater attention in their work to gauge its successes.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents and carers mostly ticked the agree and strongly agree boxes in responses to their questionnaire. Thus 95% expressed approval of their children's experiences. Their comments were similarly supportive, especially concerning the improvements made since the headteacher arrived. Other comments singled out different members of staff for praise. Inspectors understand why such comments have been made because they judge the school to be good and one that is constantly searching for improvement. This is a positive factor that might reassure the small proportion of parents and carers with concerns. These mostly centre on behaviour and being informed about their children's progress. It is evident that senior leaders take such concerns seriously and that they are firm in their intention to improve matters wherever possible. Inspectors judge they have done this effectively in relation to pupils' behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hanham Abbots Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 144 completed questionnaires by the end of the on-site inspection. In total, there are 346 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	41	79	55	6	4	0	0
The school keeps my child safe	94	65	47	33	1	1	0	0
The school informs me about my child's progress	49	34	82	57	11	8	1	1
My child is making enough progress at this school	41	28	85	59	13	9	2	1
The teaching is good at this school	50	65	86	60	5	3	0	0
The school helps me to support my child's learning	40	28	87	60	10	7	2	1
The school helps my child to have a healthy lifestyle	57	40	77	53	8	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	35	85	59	4	3	0	0
The school meets my child's particular needs	46	32	84	58	11	8	0	0
The school deals effectively with unacceptable behaviour	33	23	91	63	11	8	1	1
The school takes account of my suggestions and concerns	29	20	101	70	8	6	0	0
The school is led and managed effectively	48	33	83	58	6	4	1	1
Overall, I am happy with my child's experience at this school	56	39	80	56	5	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 July 2010

Dear Pupils

Inspection of Hanham Abbots Junior School, Bristol, BS15 3PN

Thank you for the friendly welcome you gave us when we visited your school recently. We were fascinated by all the different things that you took part in over the two days. Your belly dancing, brass playing and softball games will remain in our memories for a long time. They all showed just how much you enjoy school. Like you and your parents and carers, we think Hanham Abbots Junior is a good school. We have said so in our report and included lots of good things we found.

- When we visited your lessons we saw that you make good progress in your learning because you are well taught.
- Your books showed us that you are doing well in reading and mathematics.
- You told us that teachers and other staff help you to behave sensibly, work well together, and learn and play happily.
- We found lots in your classrooms and corridors to show how much you have learned from your links with children in schools across the world.
- When we came to your assemblies you impressed us with your enthusiastic singing.
- Your success in sports is also very obvious, including the wheelchair basketball that showed us how you help each other.
- Our discussions with your headteacher and staff showed us why you do well in school. They are determined that you will be well prepared for secondary school.

Your school has improved a lot in the last year. There are still some things to complete. The two main ones are these.

- Make sure you do as well in your writing as you do in reading and mathematics.
- Plan more topics that link subjects together so you build skills and knowledge even more quickly than at present.

We know you will help your teachers make these improvements. As a start, you could think about your best lesson this week and make a list of what you learned in different subjects.

Yours sincerely

David Carrington

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.