

Hareclive Primary School

Inspection report

Unique Reference Number	109125
Local Authority	Bristol City of
Inspection number	337221
Inspection dates	6–7 July 2010
Reporting inspector	Ian Hancock

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Doug McColm
Headteacher	Mike Colcombe
Date of previous school inspection	2 July 2008
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Introduction

This inspection was carried out by three of Her Majesty's Inspectors. The inspectors observed 12 teachers, visited 15 lessons and held discussions with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a wide range of documentation including the school's analysis of pupils' attainment and the progress they make, data on attendance, evidence of leaders' monitoring and evaluation, plans for improvement, and policies such as safeguarding. Inspectors analysed 18 questionnaires completed by parents and carers, as well as 99 questionnaires from pupils and 22 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current levels of attainment and pupils' progress across the school
- the use of assessment information, targets and marking to help pupils to learn
- the extent to which leaders and managers have raised the aspirations of pupils and staff, and sustained improvement
- the steps the school is taking to improve attendance.

Information about the school

Hareclive is a larger-than-average primary school. The proportion of pupils known to be eligible for free school meals is well above average. The number of pupils with special educational needs and/or disabilities is above average. The vast majority of pupils are of White British heritage and there are very few pupils who speak English as an additional language.

The school has a breakfast club and a registered after-school club that is managed by the governing body. The school hosts an independent artist studio called Room 13. This purpose-built facility is managed by a committee of pupils from the school who work with an artist in residence. The school has gained a number of accreditations and awards including: Healthy Schools status, Silver Award Eco-schools and the Basic Skills Quality Mark.

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

Hareclive is a good school that has reached a key milestone on its journey to success. The sense of direction and purpose, recognised at the last inspection when the school was deemed to be satisfactory following a period of inadequacy, has steadily raised pupils' overall attainment and this is now broadly average. Pupils' rates of progress have also improved and are now good. The school's ambitions are shared widely and are reflected in the views expressed by most parents. As one explained: 'Hareclive School is doing wonders for my child's education.'

The headteacher and deputy headteacher work in an effective partnership that is well supported by other senior leaders. Self-evaluation is accurate and leads to well-informed plans for improvement. However, the school's development plan does not always recognise the potential to link priorities together to raise pupils' attainment. The increased contribution of other leaders and the track record of steady improvement demonstrate a good capacity to sustain the school's success.

Many children enter the school with skills below those expected for their age. They achieve well in Reception because provision in the Early Years Foundation Stage is good. Achievement in Years 1 to 6 is maintained at a good level because teaching is good. In the main, teachers make effective use of assessment information to support learning and pupils are motivated by an interesting curriculum. The proportion of pupils who attain average standards has increased steadily as past underachievement has been reduced. The challenge for the school now is to increase the proportion of pupils reaching the higher levels, particularly those pupils who are capable of achieving more and are yet to reach their full potential by the end of Key Stage 2.

The school makes excellent provision for the pupils' care, support and guidance. In particular, the home/school worker makes an exemplary contribution to the well-being of pupils. This enables those who experience barriers to their learning or difficulties with their attendance or punctuality to make good progress. Attendance rates have made significant improvements but, despite the very best efforts of the school, remains below average.

Pupils behave well in and around the school. In lessons they show high levels of cooperation and support each other in discussions and learning activities. Pupils have developed their independence well and, for example, sensibly take responsibility for managing the seating arrangements and use of equipment during lunchtimes. They recognise the improvements that have taken place and are playing their part in the school's success.

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What does the school need to do to improve further?

- Increase the proportion of pupils exceeding age-related expectations by:
 - ensuring that all teachers plan tasks that are matched to pupils' needs
 - providing consistent marking systems which ensure all pupils receive written feedback on their learning
 - consistently setting personal targets which enable pupils to understand how to improve their work.
- Strengthen the school's improvement planning by:
 - ensuring that all priorities work together to raise pupils' attainment.

Outcomes for individuals and groups of pupils

2

Pupils achieve well because challenging targets are set and the progress made towards them is monitored rigorously. The school has worked hard to ensure that older pupils make up lost ground. However, the attainment of pupils in the current Year 6 remains below average, despite the good progress they have made. This is because there has been insufficient time for them to catch up on the learning they have missed.

Progress in lessons is good. Pupils demonstrate high levels of collaboration through discussions with their partners and work together well to solve problems. For example, Year 6 pupils were observed working in carefully-matched pairs following a puzzle trail around the school grounds. There are no significant differences in the progress made by groups of learners across subjects and year groups. This is because the school regularly reviews how individuals are doing and intervenes promptly with personalised support.

Pupils with special educational needs and/or disabilities make good progress as a result of the effective support they receive both in lessons and through carefully-planned interventions. Parents are very appreciative of the individual support their children receive and, as one explained, 'My child was given extra help with reading and is now progressing really well'.

Pupils enjoy school and achieve well because of the efforts adults make to build positive relationships and make learning fun. They talk with pride about their school and confidently share their learning with parents, carers and visitors. Pupils feel safe and know that adults listen to them if they have a concern. They behave well because adults have high expectations of them as learners. These are reflected in their good attitudes and their growing aspirations for learning. Pupils have a good knowledge of keeping healthy and, for example, understand the importance of playing sport and eating fruit and vegetables.

Pupils contribute well to the school community and local environment, and are eager members of the school learning council and Eco Club. Pupils develop effective workplace skills in Room 13 which, as one pupil commented, 'gets you ready for life'.

These are the grades for pupils' outcomes

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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	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

High expectations of learning and the clear attention given to raising the self-esteem of all pupils are consistent strengths throughout the school. In lessons, tasks are generally well matched to pupils' needs. However, this was not a consistently strong feature in every lesson seen and resulted in higher attaining pupils not always working to their full potential. Relationships between teachers and pupils are very good. Learning is enjoyable because teachers make lessons fun and involve their pupils in lively activities. This was evident in an outstanding lesson where pupils were enthusiastic when planning and performing a story about a trickster. The school's rigorous and systematic monitoring of pupils' performance identifies underachievement and high-quality support is then provided. There are some excellent examples of how marking is used to provide pupils with clear steps for improvement, but this is not used systematically throughout the school. Pupils have recently participated in setting targets for their learning. However, too little guidance is provided to help them focus on the aspects of their learning that will make the biggest difference to raising their levels of attainment. The curriculum focuses well on the development of basic skills in English and mathematics and recently these have become more meaningful through the use of themed approaches to everyday life in lessons. A recent topic on South Africa not only extended the pupils' global knowledge and cultural awareness, but also engendered an interest in working out mathematical ratios and proportions. This approach is being

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

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further developed and refined through the school. Provision is enhanced by a good range of extra-curricular activities, such as art and gardening, which have improving rates of attendance. Residential visits and trips to London and Wales make a strong contribution to the pupils' personal development. Creative and expressive arts and independent skills are promoted well through the Room 13 project.

Well-trained and highly committed staff ensure that the well-being of pupils is given a high priority. Support for the most vulnerable pupils is of outstanding quality and extends beyond the normal school day. As a result, there is a high level of trust from families even in the most challenging of circumstances. The school does all it can to encourage and promote regular attendance. Breakfast clubs and after-school care make an effective contribution to the outstanding level of care and support. Carefully planned transition arrangements help children to be supported well in Reception and enable older pupils to settle in quickly at their secondary school.

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	1

How effective are leadership and management?

The headteacher and deputy headteacher have established a shared vision and commitment to raising standards. Procedures for monitoring and reviewing pupils' achievement are comprehensive and enable leaders to hold teachers to account for pupils' progress. This is reflected well in the steady improvements which have been made in the quality of teaching and learning. However, development planning does not always capitalise on related developments and this results in missed opportunities. For example, a recent priority to increase the use of information and communication technology across the curriculum did not include actions to raise attainment in English and this was a missed opportunity.

The well-informed governing body support the school's improvement successfully and make an increasing contribution to shaping the school's direction. They are developing their ability to challenge senior leaders and learning how to hold them to account.

Safeguarding procedures are good because staff are well trained and effective use is made of specialist support. For example, a safety officer undertakes rigorous risk assessments and identifies the patterns and trends of accidents. Equality is promoted well and this is evident in the pupils' achievements which show all groups are supported to do their best.

The school has a thorough understanding of its community and the diversity of cultures

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and faiths which are characteristic of Bristol. It promotes community cohesion well, for example, through an involvement with a local supermarket, the creative partnership of Room 13 and a link with a school in a contrasting location in Bristol. The school makes good use of the close links with the adjoining youth centre and a nearby academy. It has a positive relationship with parents and carers, who are kept well informed about their children's learning and achievements. Parent governors and the home/school worker further strengthen the school's partnership between home and school. There are clear and accessible channels for parents and carers to communicate with the school. Nevertheless, a small minority do not feel comfortable approaching the school with a concern.

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	3
The effectiveness of the school's engagement with parents and carers	3
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children start school with skills and abilities below that expected for their age. Progress is consistently good across all three Reception classes with children benefiting from much improved provision. This is based securely around practical and meaningful activities which interest and excite the children. Progress in social development is outstanding. Children behave very well in class and confidently take turns and make sensible choices. Children thoroughly enjoy their time in lessons. The learning environment is good and health and safety issues are carefully considered. A well-planned outdoor area is used effectively as an integral part of the children's learning. Good learning was observed, for example, when the children wrote lists of what they might take to an island if they were a pirate. Staff used this activity effectively to develop children's writing skills and support their understanding of letter sounds.

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Teaching is consistently good and there is a good blend of adult-led and independent activities for the children. All adults deal with children sensitively, monitoring and assessing their progress carefully. Photographic evidence and samples of the children's work are used well to plan the next steps in their learning. The quality of leadership and management is good and there is a clear understanding of the strengths in the Early Years Foundation Stage. Areas requiring further development, such as improving the transition into Year 1, have been identified accurately and planned for.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

In the very small number of questionnaires that were returned, all responses strongly agreed that the school keeps their children safe. Most parents and carers felt that the school keeps them informed of their children's progress and helps their children to have a healthy lifestyle. A small minority of responses disagreed that the school meets their children's particular needs and takes account of their suggestions and concerns. Inspectors investigated these issues but judged the school to be keen to engage with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hareclive Primary 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 18 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	78	3	17	0	0	1	6
The school keeps my child safe	15	83	3	17	0	0	0	0
The school informs me about my child's progress	13	72	4	22	1	6	0	0
My child is making enough progress at this school	15	83	2	11	0	0	1	6
The teaching is good at this school	15	83	2	11	0	0	1	6
The school helps me to support my child's learning	15	83	2	11	0	0	1	6
The school helps my child to have a healthy lifestyle	15	83	2	11	1	6	0	0
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)	13	72	4	22	0	0	0	0
The school meets my child's particular needs	13	72	3	17	1	6	1	6
The school deals effectively with unacceptable behaviour	15	83	2	11	0	0	1	6
The school takes account of my suggestions and concerns	13	72	2	11	1	6	1	6
The school is led and managed effectively	14	78	2	11	0	0	1	0
Overall, I am happy with my child's experience at this school	15	83	2	11	0	0	1	6

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



8 July 2010

Dear Pupils

Inspection of Hareclive Primary School, Bristol, BS13 0HP

Thank you for making us so welcome when we inspected your school recently. It was good to meet and talk with many of you. I am sorry that we were not able to meet all of you because you were on a residential visit or visiting one of your local secondary schools.

We have found that your school is a good school and here are some of the reasons why.

- You are now making good progress in your learning and more of you are reaching the standards expected for your age.
- Your headteacher, deputy headteacher and other staff have worked really hard to improve the school.
- Good teaching in lessons means you like learning, take pride in your work and support each other.
- Adults in the school take really good care of you.

We have asked your teachers to help you make even better progress in your lessons by making sure that they all tell you how you can improve your learning and by helping you to set your own targets. We have also asked your headteacher to think about how other improvements could help you in your learning.

Thank you again for making us so welcome. I wish you every success in the future at Hareclive or at your secondary school.

Yours sincerely

Ian Hancock

Her Majesty's Inspector

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