

## **Hannah More Primary School self-evaluation**

**February 2020**

### **Context of the school**

Hannah More is an average sized maintained primary with 309 pupils on roll. It is located close to Bristol city centre in Lawrence Hill ward. The school is located amidst many new housing complexes serving young professionals of the city. However, its prime catchment areas are the densely populated, predominantly local authority high-rise areas of St Judes, Barton Hill, Lawrence Hill and Easton.

Hannah More is currently a two-form entry with a PAN of 60 pupils per year group. The birth rate in the local area has fallen and, as a consequence, the school will revert to single form entry in September 2020 with a new PAN of 30.

The school serves an area of significant and complex deprivation and cultural diversity with 99% of pupils live in the areas with the highest 10% deprivation (IDACR). The school has a deprivation indicator of 0.45.

The Lower Level Super Output (LSOA) area in which the school is situated, is ranked on the 0.8 percentile and is the 251st out of 34,378 most deprived LSOA in the country.

49% of pupils qualify as FSM6. This figure is larger at the higher end of the school. Currently, 71% of pupils have EAL and there are 15 first languages spoken in the school. 92% of the pupils are BME.

51% of the pupils are Somali with a further 13% identified as Black African from elsewhere on the continent. 9% are of Asian heritage, predominantly Pakistani and Bangladeshi and 5% are Caribbean. 5% are white British and 3% are white other than British. 13% are of mixed heritage.

Each year a small number of children arrive who are new to the UK and new to English.

The school draws pupils from Lawrence Hill ward. Since the 1990s this area has seen a significant increase in immigrant families, particularly those seeking asylum from war torn areas such as Sudan and Somalia. Outside London, Bristol now has the largest Somali community in the UK with the highest concentration in Lawrence Hill Ward.

The community faces many of the challenges associated with high levels of deprivation. Many live in overcrowded homes and homelessness affects about 5% of the school community. These families are often temporarily housed in accommodation far from the school and undertake daily lengthy journeys on public transport to get here.

Poor mental health affects a significant minority of the parents – this is true of all communities but is most prevalent in the more established communities; white

British and Black Caribbean. Issues with drugs and alcohol are also commonplace within these communities.

There have been a number of significant and high-profile local community incidents in the past few years. In 2014 Operation Brook 1 and 2 involved a police investigation into child sexual exploitation resulting in the prosecution of 13 men from the local Somali community. In 2015, 16 year old Becky Watts was murdered by her step brother in nearby Barton Hill. In 2017 a pupil's mother was murdered by his father in a domestic homicide during the summer holidays. In 2019, 2 families have been bereaved as a result of knife crime elsewhere in the country. Each of these incidents directly affected families in the school community in some way but the whole community felt the shock of them.

In this context, the school takes its responsibility as a centre for the community very seriously, providing a range of courses, events and tailored support for individuals to build capacity and bring people together. The community in turn appreciate the support and opportunities that the school offers to individuals and to the community as a whole.

The school is located adjacent to the city's Temple Quarter business district, which houses a large number of high profile financial, legal and government organisations. We have built strong links with several of these organisations who provide support to the school in a wide range of ways from weekly 'reading buddies' and 'number partners' to offering rooms for meetings or supporting events such as bonfire night.

The school works in partnership with a range of organisations; for example with 'Lighting Up Learning' on the development of the curriculum, with the Boolean Maths Hub to develop the 'mastery' approach in Maths teaching and with the local Teaching School Alliance to access and provide SLE support and develop leadership

### **Progress against key inspection priorities**

Improve the effectiveness of leadership and management by:

- ensuring that governors have an accurate understanding of the school so that they can hold leaders to account for pupils' achievement, including disadvantaged pupils, pupils who have SEN and/or disabilities and the most able
- ensuring that the curriculum effectively supports the most able, disadvantaged pupils and pupils who have SEN and/or disabilities to make good progress
- monitoring and improving teaching so that it is consistently good across the school and leads to improved outcomes for pupils
- supporting middle leaders to ensure that their actions have a positive impact on improving pupils' outcomes.

Improve the quality of teaching and pupils' progress by ensuring that teachers:

- accurately use assessments to plan work that challenges pupils sufficiently
  - check pupils' learning and address misconceptions earlier to ensure that rapid progress is made
  - understand the individual needs of disadvantaged pupils and those who have SEN and/or disabilities to improve their progress
  - challenge the most able to achieve the standards of which they are capable.

**We know that we have made effective progress in addressing these because:**

- The Governing body have increased their capacity both in terms of numbers and skills through a recruitment and training process. The structure for working has been changed so that individual governors hold greater responsibility, specialising in a particular area and becoming the 'expert'. They closely monitor the work of their link staff member and report on progress towards development goals, feeding this back for question and challenge to the full governing body. They have been proactive in seeking support in developing as a new team, for example through consultant support from the school improvement officer.
- The curriculum has been reviewed and developed in all areas. In Maths the subject leader received training through the local Maths hub and then implemented a mastery approach with emphasis on the full engagement of all children in every lesson. The impact of this is evident in the accelerated progress made by many Year 6 children in 2019 in particular the increase in children achieving the standard at greater depth.
- In English, the focus has been on introducing high quality texts as the basis for teaching reading and writing. This has increased engagement and outcomes particularly in reading through improving fluency and confidence to tackle sustained pieces of text both in class and independently.
- The delivery of the wider curriculum has been reviewed with external support from local consultants. A new curriculum has been introduced designed to ensure effective coverage and make best use of the local context. The appointment of a third middle leader to drive this process has meant that several relatively inexperienced subject leaders have had careful guidance through the process of ensuring that subjects are covered systematically and that clear progression is evident through the school.
- All the revised curricula have brought with them clear expectations of consistent and effective pedagogy. Subject leaders have thus improved the quality of teaching and the expectation of progress across the school. Improved outcomes for Year 6 in 2019 show the impact of this work.

- Alongside this the deputy head, working with a group of phase leaders has explored teaching techniques that promote effective engagement, focusing on ensuring that children are working harder than adults in all lessons.
- Middle leaders have developed rapidly over the past two years. The Maths lead undertook a year long course with the local Maths hub that developed his subject knowledge and his understanding of mastery enabling him to lead on the implementation of this strategy with confidence. Ongoing support from the hub was helpful during this time to review issues that arose.
- The English lead, along with the Inclusion lead undertook the NPQSL over the past year. Their focus projects have related to the achievement of the more able and disadvantaged children respectively. Through this experience they have secured deeper understanding of their roles and increased their impact on practice across the school. The appointment of the wider curriculum lead to work closely with consultants to implement the foundation subjects through the 'enquiry' approach has brought energy and significant improvement to the teaching in the wider curriculum. The individual subject leaders have been prioritised for CPD in their subject area and are now beginning to further drive improvements in these.
- The Inclusion lead has worked closely with an SLE from the local teaching school to develop a more robust approach to meeting the needs of the disadvantaged children. Tracking has improved and targeted interventions are now more timely and effective. Responsibility for these interventions has, in many cases, moved from the LSA to the teacher.
- The school identifies pupils at particular risk of poor progress as 'Olympians'. These children are predominantly disadvantaged and face a complex range barriers to learning. This group of children are a priority for each class teacher in their planning, delivery, feedback and marking.

## **The quality of education**

**Overall judgement: Good**

**We know this because:**

**Intent:**

- Our approach to the curriculum is firmly rooted in our understanding of the context in which we work, the barriers faced by the community and the opportunities offered by the diversity and the location of our school.
- We teach the skills and knowledge of the national curriculum. We adopt a mastery approach in Maths which has been very successful at raising expectations for the more able.
- The wider curriculum is delivered through an enquiry based approach designed to create a permeating culture of curiosity and challenge. It uses the rich local context that Bristol offers. Learners adopt 'states of being': Scientist, Historian etc. rather than simply 'doing science'. Fostering this sense of agency as learners is key to developing engagement and aspiration.
- Enrichment of the curriculum through trips and visits is a priority. We have strong links with a range of local providers who support us in this aim and devote resources to it. The yearlong partnership with local artists at [studio Meraki](#) to develop art across the school is a good example of this.
- English work is closely linked to the work of the wider curriculum. Each enquiry has an ambitious linked fiction text that through carefully planned teaching challenges and extends children's vocabulary, syntax and ability to distil meaning. Children are given the opportunity to explore complementary or contrasting texts to develop these skills further. Non-fiction reading and writing skills are developed through texts that support the subject content of the enquiry.
- 71 % of children at Hannah More speak English as an additional language. Some of those with English as a first language have poor language skills. As such, developing children's oracy is a focus for the school. This work has begun in 2019, is led by a key middle leader and is being developed alongside the work of foundation subject leaders to provide meaningful contexts for it to grow.
- We want our children to leave us as resilient and ambitious learners, proud of their background, achievements and capabilities and ready to approach their secondary education with solid grasp of the basics, an enquiring mind and the social and interpersonal skills needed to succeed. To achieve this we place

strong emphasis on the development of the individual both per se and as an effective member of a diverse community. We use the nurture principles to frame our behaviour policy, recognising that a behaviourist approach alone did not meet the broad range of needs presented by the children in our community.

### **Implementation –**

- Core subject leaders have excellent subject knowledge and understand how the subject content and pedagogy are linked to best effect. They provide a structured curriculum, training, support and feedback for less experienced staff, ensuring that good quality teaching is present throughout the school. They monitor regularly through work scrutiny, observation and pupil voice and act promptly on findings.
- Foundation subject leaders are less experienced and their development has been a school priority over the past year. They have now identified the progression within their subjects across the school and shared this with teachers so there is clarity about what the outcome of each objective will be within each enquiry.
- The maths curriculum is taught using the 'Maths at Hannah More' teaching approach developed by staff in 2018 and refined and refreshed continually since. Teachers use a modified version of the White Rose scheme of learning as the basis for planning. It ensure progression in line with the National Curriculum objectives as well as continually developing children's ability to reason and problem solve. More able children are extended through deep and rich problems in Level 2 & 3 challenges and teachers plan specifically for their development of key problem solving skills. Disadvantaged learners are supported by the concrete-pictorial-abstract approach in lessons, as well as rich opportunities to discuss mathematical concepts with partners in the discovery phase of lessons. Pupils with SEN who are not working at age-related expectation receive bespoke teaching that emphasises mastery of key skills, concepts and procedures. The curriculum is adapted by teachers to better suit their specific needs. Learning is broken into smaller chunks and these children receive additional time to ensure their good progress.
- The English curriculum is based on a novel approach that aims to develop and nurture an enjoyment and desire for reading. It uses high quality, language rich novels and other text types to teach English. Through whole class teaching of reading children become independent and reflective readers who can read fluently for meaning. In writing lessons, Children are taught to write for a range of audiences and purposes whilst mastering standard English.

The English curriculum ensures progression by having clear reading and writing skills documents. Teachers know what skills are needed to be taught

for the children in their year group and why it is important to teach those skills. In order to achieve excellent progress, teachers understand their children's starting points and end of year expectations. The books that children study as part of their English lessons are chosen to ensure that the children are immersed in a range of different writing across the year. Furthermore the texts chosen are challenging yet age appropriate.

More able children are challenged throughout English lessons. There is a strong emphasis on encouraging children to read a variety of different types of writing. During whole class discussions, targeted questioning ensures children are encouraged to deepen their understanding of a text. 'Greater Depth' challenges are planned in both reading and writing lessons to encourage children to be stretched.

The English curriculum supports the progress of disadvantaged children. We recognise that our disadvantaged children often suffer a word gap. Our English curriculum is planned to help address this issue. Teachers explicitly teach the meaning of new words and understand the importance of building as wide a vocabulary as possible. Rich opportunities for talk are regularly planned into reading and writing lessons.

SEN children are supported to make accelerated progress. In reading children with SEN receive extra reading interventions led by teachers and trained LSAs. These reading interventions are designed to target the specific needs of the child. They may be delivered as a 1:1 reading intervention or as part of a group. Encouraging children to become fluent readers is a priority. Staff use a range of strategies, for example echo-reading, as a way of developing children's fluency. Children with SEN, often receive a pre-teach prior to a reading lesson. This allows them to be immersed in the text prior to the lesson providing extra opportunities for them to understand the text. In writing lessons children are supported through carefully planned scaffolds. These scaffolds allow children to work independently at their appropriate level.

The majority of the wider curriculum is delivered through cross-curricular enquiries that combine the foundation subjects. Each year group covers their National Curriculum objectives across the year by answering an enquiry question. PSHE is a discrete hour of the week. PE is taught by our Sports Coach, who teaches each vibrant, dynamic and active lessons with a strong focus on healthy lifestyles. R.E. is a theme day each term where children explore a question linked to two or more religions. The content is based on the Bristol 'Awareness, Mystery, Value' curriculum. Computing is taught across the curriculum with opportunities to use digital technology to research, present and learn. Coding is taught discreetly using the Discovery Education

coding package on ipads. E-safety is a huge part of the computing curriculum and is covered in PSHE as well as on our E-safety day each year. French is taught in a very practical way in the style of conversation lessons. The children have 3 French slots a week where they are taught new phrases, then have a chance to practise and apply them.

Subject leaders plan the content to ensure progression across the school.

They have looked at how skills and content is divided up across the year groups in their subject and support staff to plan and teach lessons that challenge the children and build on prior learning. Each subject leader meets with teacher to support their planning as well as monitoring the outcomes of their subject.

The enquiry approach challenges more able children by allowing them to ask and answer their own questions and make links in their learning to enrich and deepen their understanding. Within lessons teachers think about how to give children opportunities to extend their understanding or apply it to a challenge. We are particularly aware that our disadvantaged pupils often have had less experiences to draw upon and therefore we make enrichment a priority. Ensuring that they have access to practical experiences related to their learning helps make learning more meaningful.

Along with support in the classroom, children with SEN are supported in the wider curriculum by practical and hands on activities. Often they annotate pictures of the practical learning or use videos to aid them in achieving the same objectives as their peers.

- Teaching across the school is good. Teachers understand the needs of their learners and ensure that lessons are tailored to these whilst ensuring that ongoing assessment opportunities

### **Impact:**

- Outcomes at the end of 2019 demonstrated improvement in reading, writing and maths across the school. There was a real improvement in the proportion of children achieving at greater depth at KS2, particularly in maths.
- The gap between the disadvantaged children and the others is lessening. When looking at the data of children without SEND, the gap has disappeared.
- Children's engagement and enthusiasm for learning is tangible. They speak confidently and positively about the focus texts they are reading, they share the learning journey of the enquiry with accuracy and energy and they articulate their enjoyment of the fast paced 'ping pong' session of the maths lessons.
- Children are increasingly able to make links between their learning in different areas, both between enquiries and core subjects.
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## **Behaviour and attitudes**

**Overall judgement: Good**

**We know this because:**

- The school's comprehensive behaviour policy, rooted in the nurture principles, recognises that promoting good behaviour stems from building positive relationships and creating a safe and inclusive climate.
- The routines of the school are clear and shared with all staff.
- There are strong shared expectations of behaviour and consistent systems are evident across the school.
- Children tell us that they feel safe in school.
- A significant minority of children have a high level of emotional need and some of these exhibit highly dysregulated behaviour from time to time. The school's understanding of the individual needs of these children is good and therefore the work put into place to meet their needs has a positive impact, with many case studies showing improvement over time for these children.
- Children speak with great enthusiasm about their learning and love to show off and talk about work they are proud of.
- Behaviour in lessons is good, with most children showing high levels of engagement and interest in their learning. In the best lessons this behaviour is outstanding, in the weakest lessons where work is not well enough targeted to need, the behaviour requires improvement. There are very few of these lessons.
- As a school we understand that key skills for effective learning such as resilience, empathy and collaboration are not acquired automatically. They are taught across the school alongside subject content. This ensures that children are confident learners and have an awareness of the skills they need to succeed.
- Children understand that their school is diverse and that people have different religions, cultural practices and traditions. For the vast majority of the time mutual respect is shown. On occasions, where there is conflict that potentially indicates intolerance, teachers use this as a teaching point, creating a forum for views to be aired safely and explored.
- Exclusions have reduced over the past three years. The reintegration meetings following exclusions are critically important to setting the excluded child on a different path when they return.
- Safeguarding is robust through the school. The senior leaders make up the safeguarding team and all staff have annual training along with termly updates. Staff working regularly with the most vulnerable families have regular training provided by the local multi agency safeguarding board.

## **Personal Development**

**Overall judgement: Good**

**We know this because:**

- Children tell us they enjoy their time at Hannah More. Relationships with adults are strong and children feel safe and valued.
- The school's values of Determination, Openness, Nurture, Enjoyment and Respect permeate what we do. If we are going to make changes or develop an aspect of the school we do so with consideration for these values. Children are aware of the values and each year revisit their meaning in classes and through assemblies. Their understanding of the values becomes more sophisticated as they grow.
- The science curriculum ensures that children have a good understanding of what makes a healthy diet. Opportunities to learn beyond the classroom through visits to local restaurants and local produce growing businesses such as 'Grow Bristol' enhance and embed learning.
- Children learn about growing food through regular 'growing' challenges where classes work together to learn about growing a particular food stuff. There is an active gardening club that grow their own produce in the school grounds.
- All children benefit from an annual focused visit to Coram Education's 'Life Bus', an opportunity to learn about the importance of self-esteem, positive friendships and latterly the potential for peer pressure to lead in negative directions. Children enjoy these sessions and speak articulately about them afterwards.
- The school identifies that the promotion of children's wellbeing is essential to their development as successful learners and citizens. Mindfulness is taught to each year group in KS2 and practised daily across the school. Children report that they value this, and older children can articulate ways they use the skill independently.
- Timetabled wellbeing sessions each week create a better balance in the classroom between academic and personal development. Children are guided and given time to properly resolve and learn from issues that arise, or to explore how to improve their emotional wellbeing.
- The school's recently implemented restorative approach to dealing with behavioural issues has proved very successful with the vast majority of children – seeing a drop in re-offending rates. For the minority with high levels of SEMH need the approach has been less successful and needs to be more personalised to their needs.
- Physical exercise is important to children at Hannah More, as is an understanding of healthy eating. Many families do not have easy access to high quality food and there is a preponderance of low cost, unhealthy take-away food outlets in the local area.

- The outdoor environment has been designed to compensate the fact that at home many children live in flats and have minimal opportunities for outdoor physical play. It includes a large field and an 'adventure zone' offering opportunities for physical challenge. There is a discrete ball games area and a beach that promotes more imaginative, social and creative play.
- A sports coach leads a session of PE for each class each week ensuring that the full range of the curriculum is delivered at each year group. Teachers also deliver a session that complements this.
- The broad range of extra curricular activities on offer including a range of sports and other physical activities; football, boxing, kung fu, modern dance, circus skills etc is well supported by the community.
- Personal development is promoted through a range of curriculum areas and is closely linked to the work we do on safeguarding . We use the 'Jigsaw' scheme of work covers the basics of PSHE but we recognise that this generic scheme is unlikely to meet all the needs of the children in this diverse, complex and sometimes risky community.
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## **Leadership**

### **Overall judgement: Good**

#### **We know this because:**

- The leadership of the school, including governors, have a strong, determined and effective focus on providing high quality education for all its pupils.
- Leadership is devolved effectively across the school, with experienced and effective teachers leading on core areas and on developing pedagogy, and experienced and effective learning support staff leading teams of SEN staff under guidance from the SENDCO.
- As part of the vision for a dynamic school, leaders aim to develop staff both through CPD and through offering opportunities for shadowing more experienced staff or working as an SLE in other schools.
- Several teachers are in the first five years of their careers. For these staff CPD has been crucial to their development. Their first year sees a lot of pedagogy related professional development and through the second and third years this is enhanced with CPD that will support them to develop as subject experts able to provide support and leadership to other staff.
- Senior and middle leaders are also developed through access to the NPQML, NPQSL and NPQH. Through these staff undertake projects that link to school development priorities, bringing theoretical and practical support for school improvement. They also visit other settings and meet other leaders, bringing the learning back to enhance the development Hannah More.

- The school has responded strategically to the challenges it faced in dealing with high numbers of children with significant special educational needs. Our [award winning nurture room](#) provides a space for children with SEMH needs to spend part of the day developing the emotional regulation and social skills they need to cope in their mainstream classroom.
- In response to the growing number of children coming to school with high needs in language and communication skills and on the autistic spectrum, we established a provision designed to meet their specific needs; and again enabling them to manage better in their mainstream class for the time they are there. Both the nurture room and the language and communication space are skilfully led by LSAs with a great deal of expertise in the relevant areas.
- The school engages very effectively with its community, providing daily opportunities for adult learning that reflects many of the priorities of the school; for example, a mum's netball group, a group learning about supporting children with reading. Many parents experienced education in a very different part of the world therefore these courses help them to understand the British system as well as to build cross cultural relationships and feel a part of the Hannah More community.
- As a school serving a predominantly Muslim community we have been mindful of the community's sensitivity around the issue of RSE. The school has a bespoke programme of work for sex education that has been developed in consultation with parents. Each year an information meeting takes place and parents are encouraged to look at the plans and resources and discuss with the teachers what will be taught. This results in minimal withdrawal from these sessions.
- The parents have been very keen to be involved in the development of the school's Relationship Education programme because they have received a great deal of misinformation through social media about what it will entail. Consultation about these lessons is now ongoing.
- The school makes excellent use of its unique location close to the Temple Quay business district. We have long standing relationships with local businesses such as Burges Salmon and Deloitte who send volunteers regularly to support children as 'reading buddies' or 'number partners'.
- We have also built positive relationship with large construction companies working locally to develop and refurbish key areas of the school.
- Attainment of the most vulnerable children is improving. The school has a high proportion of children eligible for pupil premium. Although these children's still achieve less well than other children, that gap is closing and is already smaller than the national gap. This is the result of a carefully thought through pupil premium strategy that looks broadly at the barriers the children in our community face, and how we can best address these.
- The school has one child attending an [alternative provision](#) for two days a week. This placement supports him to develop self-regulation skills. The school and provision work closely together to plan and assess progress.



- Governance has improved over the past two years. Individual link governors hold school staff to account and feed back to the full governing body. Regular Governor teaching and learning reviews see governors visiting school with a focus linked to school development or derived from the link governor monitoring. They interrogate pupil outcome and progress data and provide challenge to the head and deputy.

## **Early Years**

### **Overall judgement: Good**

#### **We know this because:**

- The baseline data tells us that the majority of children enter our school at a very low level on the foundation stage profile. By the end of the EYFS they have made significant progress and the majority are ready for the next stage of their education.
- The information ascertained from baseline is used to plan provision that will accelerate learning, with a particular focus on those areas that are exceptionally low.
- Many of the barriers to learning for our youngest children are language related so activities are chosen specifically to promote social interaction and talk.
- Children's fine motor development is also weak on entry and staff plan extensive gross and fine motor activities to develop these
- Language is also developed through regular storytelling and nursery rhymes.
- There is a core book approach followed. New vocab is identified and taught as part of a pre-teach.
- Children are encouraged to be authors from an early stage and their stories shared and performed daily to their peers. This has created prolific authors.
- The school ensures that children with SEND have enhanced transition plans from their preschool setting. These enable teachers to plan carefully to meet their needs.
- Phonics is taught daily in the EYFS. Teaching in the EYFS follows the same structure as in KS1. Children take home phonic books alongside other reading material from term 1.
- When adults work with a child they comment on what they see and think. This allows children to hear words and phrases in context.
- Adults continuously model correct phrases and vocabulary. They extend children's vocabulary during conversations with the children. Children are given lots of time to talk. Sentence stems are noted on all whole class planning documents and children are encouraged to use them during whole class teaching. Role-play is used to model how to overcome certain situations e.g. how to take turns.

- Conflict resolution is used as a way of overcoming conflicts. Children are encouraged to describe what has happened and how this has made them feel. The children are encouraged to talk to each other and say phrases like: please don't do that. I don't like it.