

# Two Mile Hill Primary School

The Kingsway, Kingswood, Bristol, BS15 8AA

**Inspection dates** 12–13 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress throughout the school. By the end of Year 6, they reach standards in English and mathematics that are at or above those expected for their age.
- Teaching is good and a small proportion is outstanding. Teaching is well matched to the needs of individual pupils and is often creative and effective. Pupils enjoy school.
- Children in Reception benefit from good teaching in a bright and welcoming learning environment. This ensures that every child gets an excellent start to their education.
- Pupils are well cared for and feel valued. Highly effective arrangements are in place to support pupils and their families in this inclusive school. They feel safe and secure.
- Pupils' spiritual, social, moral and cultural development is strongly promoted through the well-planned curriculum.
- Leadership and management are good. The headteacher's drive for further improvement is relentless and shared by the whole school team. As a result, teaching is improving rapidly, which is having a positive effect on pupils' learning.
- Governors know the school well and have a very clear understanding of what the school does well and what it needs to do to improve. This is having a positive impact on raising standards in all subjects.
- Behaviour of pupils is good and they are keen to learn. They show great respect to each other and to adults in lessons and when playing.
- Since the last inspection, leaders, teachers and teaching assistants have worked together successfully to improve pupils' progress, particularly in writing.

### It is not yet an outstanding school because

- Teaching is not yet consistently outstanding. In a few lessons, pupils' progress slows as teachers talk for too long. This limits the time available for independent learning.
- Targets and timescales in improvement plans are not precise enough for leaders to check how successful they have been.
- Marking of books does not always help pupils know and understand how to improve their work. There are not always sufficient opportunities for pupils to respond to teachers' comments so that they take greater responsibility for their own learning.

## Information about this inspection

- Inspectors observed teaching in all parts of the school and visited 24 lessons, across all year groups. Five lessons were observed jointly with the headteacher. Inspectors also observed two school assemblies and talked to parents at the start and end of each school day.
- Inspectors spoke informally to pupils, heard some read, and met with a group to find out their views about the school.
- Meetings were held with the headteacher, staff and governors, including the Chair of the Governing Body. A meeting was held with a representative of the local authority.
- The inspectors took account of 29 responses to the questionnaire on the Parent View website. Twenty-nine questionnaires completed by staff were also analysed.
- The inspectors looked at a range of documentation, including senior leaders' plans for improvement, information on pupils' progress, governing body reports and records relating to pupils' attendance, safety and welfare. The inspectors looked at the progress of pupils' work in books to see their work from the beginning of the year in order to gain evidence on progress.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of these services.

## Inspection team

Catherine Leahy, Lead inspector

Seconded Inspector

Gail Robertson

Additional Inspector

Mark Smith

Additional Inspector

## Full report

### Information about this school

- Two Mile Hill Primary is much larger than the average-sized primary school.
- A higher proportion of pupils (33%) than found nationally are from minority ethnic groups: almost 20% of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is similar to the national average. The proportion who needs a greater level of support through school action plus or who has a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for pupil premium is just above average. The school receives extra funding, known as pupil premium for these pupils, which is based on the number of looked after children, children of service families and those known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum levels expected for pupils' attainment and progress.
- The school provides a breakfast club and an after-school club.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to raise achievement further by:
  - ensuring that when teachers mark pupils' work, they give clear points about how it can be improved
  - giving regular and consistent opportunities for pupils to respond to marking and feedback in order to make improvements
  - encouraging pupils to check their own work so that they take a greater responsibility in becoming independent learners
  - ensuring all teachers give pupils time to work independently for longer periods in all lessons and reducing the time teachers talk.
- Further improve the impact of leaders and managers by:
  - making targets for improvements sharper so that they can monitor and judge the success of their plans more effectively
  - including clear timescales and milestones for success so that the governing body can check the school's progress throughout the year.

## Inspection judgements

### The achievement of pupils is good

- Children enter the school with skills and understanding below that usually expected for their age, particularly in language and communication. Teachers plan exciting tasks, which capture their imagination and ensure they make good progress as they move through the Early Years Foundation Stage. A growing number of Reception children are starting school with no experience of speaking English. However, they learn their new language quickly through activities that are fun and supported by well-trained staff. They settle quickly into school, learning the routines and meeting the high expectations set by their teachers.
- Pupils begin Year 1 with skills that are mostly in line with those expected for their age. They develop as happy and confident learners and parents feel able to 'come into school and talk to the teacher if we need to know anything'. This supportive learning environment makes a very positive contribution to accelerating progress for all pupils.
- The emphasis on language development and literacy continues throughout Key Stage 1. Pupils quickly learn to use their knowledge of letters and sounds to tackle unknown words. Pupils are clear that 'teachers help us to choose books and read well'. As a result, pupils gain knowledge and skills quickly and make good progress in English and mathematics. More pupils now leave Key Stage 1 with attainment slightly above average in these subjects. This is an improvement on the previous year.
- All pupils, including those who speak English as an additional language, continue to make good progress during Key Stage 2, when taking into account their starting points. Pupils are reaching standards that are above average for this age. An increasing number are reaching the higher levels, particularly in mathematics and reading, because of teaching which challenges and inspires the pupils to extend their learning. Pupils in Year 6 read with great confidence, expression and fluency to the inspector. They are clear that this skill enables them to learn well and gives them great pleasure.
- Pupils eligible for the pupil premium make good, and sometimes outstanding, progress from their starting points. This is also the case for disabled pupils and those with special educational needs. Pupils benefit from high quality intervention and support, which enable them to make rapid progress and match the progress made by their peers. This means there is no gap to close as measured by their average point scores at the end of Key Stage 2.
- The additional funding is also used to help pupils access other support, such as subsidising trips and places at the well-organised and safe breakfast club. The school is passionate to ensure all pupils enjoy the same life chances in this inclusive school.
- Achievement is not yet outstanding because, in some lessons, marking does not clearly explain to pupils what they have done well and what they need to do to improve. This approach sometimes restricts opportunities for pupils to take greater responsibility for their own learning.

### The quality of teaching is good

- Teaching is typically outstanding in Year 6 and good in all other classes. This is the reason for pupils' improving attainment and good progress. Even so, teachers told inspectors, 'We never rest on our laurels.' Without exception, all teachers are determined to improve their teaching further. As a result, pupils say, 'We learn a lot here.'
- A very positive and calm atmosphere in the school encourages pupils to learn well. Teachers' expectations of what all pupils can achieve are high and only the best work is accepted. Pupils take real pride in their work. High quality writing is displayed to celebrate pupils' achievements. This raises their aspirations to succeed further.
- Teaching in the Reception classes is consistently good. This is because the Early Years Foundation Stage team uses its deep understanding of how young children learn to plan activities which are meaningful, but fun and exciting. In one session, the children re-told the

story of *Little Red Hen* with great expression and confidence. Other children became absorbed in the Post Office role-play area, using their imagination and developing their ideas to test out how to call for emergency services. This vibrant and well-planned learning environment contributes positively to accelerating progress in all areas of learning.

- Teachers working with the same year groups plan lessons together based on what pupils already know and can do. This means the work given to pupils closely matches their needs and challenges them to think deeply to develop their understanding further. This was evident in both Year 3 mathematics lessons where pupils successfully learnt to give change using number lines. A real 'buzz for learning' was created so that all pupils made good progress.
- Teachers are skilful in using humour to engage and encourage all pupils. Pupils in Years 3 and 4 used their class text, *Follow that bus*, to write their predictions for what happens next. Pupils worked well together, with the teacher continually challenging them to 'think of one more idea using descriptive vocabulary'. Pupils rose to this challenge, with one pupil stating, 'This means we can use our humour and let our imagination run wild.' Writing seen in pupils' books is of a high quality and pupils achieve well.
- Teachers' questioning is often effective and encourages pupils to think deeply. Pupils in Year 6 worked well in groups to solve complicated algebraic equations, spurred on by the teachers' probing questioning. All pupils concentrated exceptionally well and enjoyed the challenge hugely. Their achievements were impressive. However, teaching is not yet outstanding because, in a few lessons, teachers talk for too long which limits the time pupils can work independently and think for themselves. On these occasions, progress slows.
- Teaching assistants give high quality support to disabled pupils or those who have specific learning or behavioural needs. Pupils who speak English as an additional language also benefit from this support. As a result, pupils' achievement matches that of their peers, and in some cases, exceeds it.
- Homework is set each week. This strengthens the link between home and school. The majority of parents who responded to the on-line questionnaire stated their child receives appropriate homework for their age.

### **The behaviour and safety of pupils are good**

- Pupils are rightly proud of their school and expressed extremely positive views to the inspectors. A typical comment was, 'I like school and learning and want to get a good job.' They speak to visitors with confidence, and treat all adults and each other with great respect. Disagreements are uncommon, but always dealt with effectively by staff. As a result, the school has a purposeful and friendly atmosphere. Exclusions are rare.
- Pupils have a good understanding of religious and cultural diversity. Assemblies deepen pupils' understanding further and strengthen their respect for each other. Pupils listened intently to an assembly to mark refugee week. They discussed this subject with great maturity on their way back to class. These sessions promote tolerance and compassion, which can be seen in the positive relationships which exist throughout the school. This makes a positive contribution to developing pupils' social, moral, spiritual and cultural development.
- In lessons, pupils' attitudes to learning are good. Pupils thrive on challenge and praise. The whole-school behaviour management approach is used well, including in the breakfast and after-school clubs. This ensures behaviour in school and in the playground is good. In the few lessons where teachers talk for too long, the pace of learning slows and pupils begin to lose interest. Therefore, behaviour is not yet outstanding.
- Pupils know how to keep themselves safe in different situations and they act safely around the school, including on the many flights of stairs. Pupils report they can turn to any member of staff if they feel hurt or upset and bullying is treated seriously. Consequently, pupils are confident that 'teachers make time to help us if we are worried' and they feel safe at school.
- Attendance is improving and is now just below the national average. The school is rigorous in

providing the support that parents need to enable them to bring their child to school every day. Parents appreciate this support and recognise its importance in improving their child's achievement.

- Most parents who completed the on-line questionnaire feel their child is well looked after and feels safe at this school.
- Pupils in need of extra help are very well cared for by well-trained and committed staff. The school makes good use of other agencies when needed. This means all pupils' needs are fully met and pupils achieve well.

## **The leadership and management are good**

- The vision and drive of the headteacher have led to rapid and sustained improvements in this school. Her strong and determined leadership, in partnership with the deputy headteacher, is respected by all staff. All those who completed the staff questionnaire were overwhelmingly positive about the impact of their work in improving standards for all pupils. All staff share in the school's vision to become outstanding and go 'together into the future'.
- Key leaders, including the governing body, set challenging targets for improvement. School leaders know the school's strengths and areas for improvement well. The recent focus on improving pupils' learning has had a significant impact on raising standards. The introduction of 'learning robots', based on the features of a successful learner, have enabled pupils to know how to learn well. Since their introduction, standards in all subjects have improved and progress has accelerated. Pupils talk confidently about their learning and are taking more responsibility for raising their own achievement.
- Plans for improvement focus on improving outcomes for all pupils. However, some targets are not sufficiently precise. Also, termly checks for leaders and governors to monitor that actions taken are making a difference are not being clearly set out and evaluated. On occasions, this slows the pace of improvement.
- Leaders at all levels have a detailed knowledge of the quality of teaching across the school and its impact on pupils' progress and achievement. Performance management is rigorously and explicitly linked to Teachers' Standards and improvements in pupils' progress. This means all teachers are held to account for pupils' progress before agreement to move to the next pay scale is confirmed.
- The curriculum is exciting and planned to meet pupils' needs. Every opportunity is taken to teach a range of subjects which links to the topics taught. For example, Year 4 pupils developed and improved their mathematical skills by carrying out a road traffic survey on their visit to the local town they are studying.
- Pupils are actively encouraged to take on roles of responsibility. Pupils set up clubs and run stalls to make 'profit' for the school funds. For example, the healthy tuck shop, run by Year 6, has now contributed £100 to the school fund. School councillors are active in deciding on how to spend the money. Pupils also benefit from learning to manage their own money through the school bank. This prepares them well for the next stage of their education.
- The school has good partnerships with parents. The parent council is effective in seeking parents' views and providing information and opportunities for the school community to meet. Sessions run have supported parents in reading with their child and encouraged parents to pack healthy lunches.
- Pupils benefit from a wide range of trips and visits to support their learning. These include @bristol and Bristol Zoo. Pupils rightly believe that 'teachers take us on trips to help us with our work'. The additional funds, provided by the government, are used, if needed, to ensure all pupils attend these trips and every pupil has an equal chance to do well.
- Administrative checks on the suitability of staff and volunteers meet the minimum statutory requirements. All staff have undergone training to meet these requirements.
- The local authority supports the school well by confirming where the school is and what its

priorities for improvement should be. The school improvement officer has a positive relationship with the school and carries out checks, three times each year, on the achievement of pupils, quality of teaching and impact of school leaders. This provides effective guidance and insight to senior leaders and the governing body. However, nearly all of the improvements to the school since the last inspection have been due to initiatives instigated by the school leaders. The school leaders are astute in deciding where to purchase the services they need and often source support from outside the authority. However, the governing body has benefited from training on data analysis provided by the local authority. This has enabled the governors to question leaders more effectively and understand the school's priorities in greater depth. Also, the headteacher has appreciated the guidance given by the local authority's human resources department. Its advice and guidance throughout the amalgamation process were very effective. As a result, the amalgamation between the infant and junior schools went smoothly.

■ **The governance of the school:**

- Governance is good. The school is decisively led by an experienced and very committed Chair of the Governing Body, who works closely with the headteacher. Members of the governing body visit the school regularly and are involved in developing the school's plans for improvement. They know that more measurable targets would help them check the success of these plans more precisely.
  - The governing body has a clear understanding of the school's strengths and areas for development. Members of the governing body do not shy away from asking challenging questions and seeking answers when holding leaders and teachers to account about the quality and impact of its provision for pupils. As a result, the governing body is linking teachers' performance and their pay effectively. The governors ensure resources are used well to secure school improvement. They are rigorous in making sure the pupil premium is spent on those pupils for which it is intended. Consequently, the gap between the progress of these pupils and that of their peers has closed.
  - All arrangements for securing pupils' safety and welfare are rightly given a high priority. The governing body keeps up to date with all relevant training.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136111
<b>Local authority</b>	Bristol
<b>Inspection number</b>	422507

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	490
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Kirk
<b>Headteacher</b>	Janet McAll
<b>Date of previous school inspection</b>	1–2 February 2012
<b>Telephone number</b>	0117 903 1932
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