

INSPECTION REPORT

FAIR FURLONG PRIMARY SCHOOL

Withywood, Bristol

LEA area: City of Bristol

Unique reference number: 109130

Headteacher: Mr Peter Overton

Reporting inspector: David Penney
23039

Dates of inspection: 28 - 31 January 2002

Inspection number: 222017

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Vowell Close
Withywood
Bristol

Postcode: BS13 9HX

Telephone number: 0117 377 2181

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Appropriate authority: The governing body

Name of chair of governors: Miss Michele Webber

Date of previous inspection: February 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23039	David Penney	<i>Registered inspector</i>	Mathematics; Music; Special educational needs; English as an additional language.	What sort of a school is it? The school's results and pupils' achievements; How well are pupils taught? What should the school do to improve further?
19338	Graham Ellis	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school work in partnership with parents?
13307	Ian Hancock	<i>Team inspector</i>	Foundation Stage; Geography; Physical education; Religious education.	
13122	Stephanie Matthews	<i>Team inspector</i>	Equal opportunities; English; Art and design; History.	How good are the curricular and other opportunities offered to pupils?
20063	Gerry Slamon	<i>Team inspector</i>	Science; Design and technology; Information and communication technology.	How well does the school care for its pupils? How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 343 pupils on roll, aged from three to eleven years, Fair Furlong Primary School is larger than average. It serves the estates of Withywood and Hartcliffe, which are about four miles from the centre of the city of Bristol. It is an area of some deprivation with unemployment at rates above the local and national average and few local amenities. Pupils come from a predominately white ethnic background, although there is a very small proportion whose background is either Black or Chinese. Five pupils, four of whom are at an early stage of acquiring the language, have English as an additional language (EAL): this is a broadly average proportion. One hundred and thirty-two pupils are known to be eligible for free school meals; at 44 per cent, this is well above the national average. A total of 94 pupils (27.4 per cent) are on the school's register of special educational needs (SEN), which is above the national average. Two pupils have statements of SEN, which is well below the local and national averages. While most of these pupils have moderate learning difficulties, there is a range of need that includes profound learning difficulties, behavioural problems, speech and language difficulties and physical disabilities. The incidence of pupil mobility is high. Pupils' attainment on entry to the Nursery Class is very low, overall, with particular problems with speaking, listening and social skills. The school is a member of the Excellence in Cities Action Zone, known as 'success@'.

HOW GOOD THE SCHOOL IS

This is an effective school that looks after the pupils in its care very well. Standards in Year 6 have risen significantly in the last few years and at a rate that exceeds the national one. In Year 6, pupils achieve good standards in relation to their prior attainment. However, standards throughout the school are still too low, especially in Year 6, where the legacy of past weaknesses is still being addressed. The quality of teaching is good, especially in Years 1 to 6; it is satisfactory in the Nursery and Reception Classes where more work is needed to ensure that all children are sufficiently challenged and learning is as effective as it could be. The leadership and management of the school are very good. The headteacher has an excellent grasp of the school's strengths and weaknesses and an outstanding vision for its continuing development. He is very ably supported by key staff and by members of the governing body. The school now gives good value for money.

WHAT THE SCHOOL DOES WELL

- The headteacher sets an outstanding vision for the sustained development of the school and is very ably supported by key staff. Teamwork is very strong.
- All pupils achieve good standards in relation to their prior attainment and standards are rising throughout the school.
- Pupils' attitudes to school, behaviour and relationships are good.
- Teaching in Years 1 to 6 is good.
- A very good range of extra-curricular clubs, visitors and extra activities, considerably enhances the curriculum.
- The school monitors its own effectiveness very well. Assessment procedures in English and mathematics are very good. In science and information and communication technology (ICT), they are good.
- The school cares deeply for the pupils in its care, includes them fully in all that is on offer and makes very good provision for their protection and welfare. Provision for pupils with SEN is very good.
- The way that the school's aims are translated into practice is outstanding and it is determined to improve still further.

WHAT COULD BE IMPROVED

- The standards attained in English, mathematics and science, overall, are still too low.
- The rates of attendance.
- The effectiveness of the provision in the Foundation Stage.
- The use made of the key skills of literacy, numeracy and ICT in other subjects.
- Assessment procedures in subjects other than English, mathematics, science and ICT.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February and March 2000, at which time it was judged to have serious weaknesses in many aspects of its work. Since then, it has improved at an outstanding rate and no longer has serious weaknesses. All the key issues of the last inspection have been addressed with determination, rigour and success. As a result, standards are rising in English, mathematics, science and ICT, although they are still not as high as they could be. The key structures of planning and assessment are at least good in English, mathematics and science with more work necessary to bring other subjects up to this standard. The school makes very good use of initiatives, such as the Education Action Zone (EAZ), to enhance the curriculum and to raise standards. Significant improvements have taken place in the way the school is led and managed. The headteacher has an excellent grasp of what has been achieved and what remains to be done. The teamwork is very good with the result that the school's aims are translated into practice in an outstanding manner. The school is very well placed to continue to improve still further.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E*	E	D
mathematics	E*	E*	E	D
science	E*	D	D	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The table shows that standards are improving at a rate that exceeds the national trend. However, in the Year 6 national tests in 2001 standards were still well below the national average in English and mathematics and below them in science. When compared to schools in similar contexts, standards were below average in English and mathematics and were above them in science. In the same year, standards in Year 2 were below the national average in reading and mathematics and were well below them in writing. When compared to similar schools they were well above average in reading, above average in mathematics and in line with the average in writing. The school failed to meet its targets in both English and mathematics. The findings of the current inspection are that pupils enter the school with standards that are typically well below average, with particular weaknesses in language and communication skills. All pupils, including those identified as having SEN and those with English as an additional language, achieve good standards in relation to their prior attainment. Standards in English and science are below average in Years 2 and 6, as they are in mathematics in Year 6. In Year 2, standards in mathematics are close to the national average. Standards are close to those expected nationally in all other subjects in both Year 2 and Year 6, except in history in Year 2 and ICT in Year 6, where they are below, and in physical education, where they are above the expected levels in both Year 2 and Year 6. In all subjects and classes, a significant number of pupils experience difficulties in language and communication skills, which hinder their progress. In addition, those pupils with high levels of absence make less progress, overall, than their peers. The targets set for 2002 are realistically challenging and, given current rates of achievement, are attainable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. They are enthusiastic with good levels of interest and involvement in their activities.
Behaviour, in and out of classrooms	Good. Behaviour is consistently good in classes and within the school. It is generally good in the playground.
Personal development and relationships	Good. Pupils are valued by all staff and respond accordingly. Pupils show satisfactory levels of initiative and assume responsibility willingly, significantly developing their confidence and social skills.
Attendance	Unsatisfactory. Although attendance rates have improved considerably in recent years, they are still below the national average. This adversely affects the achievement and standards of some pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good, overall. Very little teaching is less than satisfactory and almost a quarter of teaching is very good or better. The quality of teaching is sound in the Nursery and Reception Classes, where improvements in planning and provision have taken place. These teachers are aware that further improvements are necessary to the way they extend children's skills of speaking and listening at every opportunity. In Years 1 to 6, teaching is good. All subjects are taught well across the school, except art and design, which is taught satisfactorily, and history and religious education, which are taught satisfactorily in Years 1 and 2. There is insufficient evidence to make a judgement on the teaching of geography in Years 1 and 2 but, in Years 3 to 6, it is satisfactory. Literacy and numeracy skills are taught well in English and mathematics lessons and satisfactory use is made of ICT in some lessons but there is room to extend this practice, as is the case with the use of pupils' oracy skills. Particular strengths in teaching and learning are: thorough planning that gives a logic and purpose to lessons; high expectations and good management of pupils' behaviour so that they concentrate and try hard; the very effective way that the basic skills are taught with suitable activities designed to ensure that they practice their skills in a meaningful context; and the way that teachers review what has been learned at the end of the lesson to give pupils an idea of how well they have done and what remains to be achieved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in the Nursery and Reception Classes. It is good in Years 1 to 6. It is greatly enhanced by links with other schools and with the community, especially through the EAZ. Extra-curricular provision is very good. The programme for personal, social and health education is well planned.
Provision for pupils with special educational needs	Very good. Provision is very closely targeted at those with the greatest need. Pupils' individual education plans identify suitable and attainable targets for improvement.
Provision for pupils with English as an additional language	Satisfactory, overall. The school has compensated very well for the lack of regular and qualified help from outside agencies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Assemblies are always special occasions that make a very good contribution to personal development.
How well the school cares for its pupils	Very good. This is a very caring school where pupils rightly feel valued and protected. Procedures for assessing pupils' progress in English, mathematics, science and ICT are now at least good. The school recognises that more work remains to be done in other subjects.

The partnership with parents and carers is good. The information given by the school about their children's progress is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, overall. The headteacher provides excellent leadership and is very well supported by a committed deputy and other key staff. The role of subject co-ordinators has improved significantly; they assume responsibility efficiently and enthusiastically.
How well the governors fulfil their responsibilities	Satisfactory. They fulfil their statutory duties well and have a satisfactory grasp of the strengths and weaknesses of the school. There is a need to develop their role in rigorously evaluating the work of the school.
The school's evaluation of its performance	Very good. The school evaluates and develops the quality of teaching very well. There are very good procedures in place for performance management. The comprehensive development plan sets clear targets for improvement in very appropriate and important areas.
The strategic use of resources	Satisfactory. There is a good number of well-qualified teaching and support staff, who are deployed well. The accommodation is good, although there is a need to improve provision for outdoor play in the Foundation Stage. Resources are adequate, overall, but the library is inadequate for a school of this size. The financial planning supports educational priorities very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress. • The quality of teaching is good. • Their children are expected to work hard. • Their children like school. • Behaviour is good in school. • Their children are helped to become mature and responsible people. 	<ul style="list-style-type: none"> • More information about homework. • The partnership with parents.

The inspection agrees with all the positive comments expressed above. There is room to improve the guidance parents receive about homework. The partnership with parents is good, overall. In their reply to the questionnaire, many parents felt that the school did not work closely enough with them. The inspection team disagrees and judges that the school makes very good efforts to do so.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the national tests in 2001, pupils in Year 2 and Year 6 achieved results that were below or well below in all tests. However, when compared to schools with a similar proportion of pupils eligible for free school meals, they were average or above in Year 2, as they were in science in Year 6, but were below average in English and mathematics in Year 6.
2. The overall average results are adversely affected by the fact that a smaller proportion of pupils from the school achieve the higher levels than is the case nationally. In Year 2, for example, the proportion of pupils achieving the expected level was close to the national average but, because the proportion achieving the higher levels was half that achieved by schools nationally, average results were below the national figure. Year 6 science results, where the proportion achieving the expected levels exceeded the national average by 11 per cent, present an even more graphic illustration of this. Yet, because the percentage achieving higher levels was 20 per cent less than nationally, the result was that overall standards were below average.
3. In both year groups, standards in the national tests have recently risen at a faster rate than the national picture and have improved significantly since the last inspection, particularly in science at Year 6. However, improvements in English in Year 6, although perceptible, have been less swift.
4. These improvements have been a product of the increasingly effective way that teachers are using the national strategies for literacy and numeracy for planning purposes, together with the adoption of national guidance for science, which has focused teachers' efforts to good effect. Nevertheless, the school just failed to reach its targets for English and mathematics in 2001.
5. Current inspection findings are that, when pupils enter the school in the Nursery Class, their standards of attainment are well below those expected of children of their age, especially in their communication skills. Through the Nursery and Reception Classes, they achieve good results in relation to their prior attainment, particularly in their personal, social and emotional development. This is because of the emphasis that the school puts on caring for the well-being of all children and the provision of an environment in which children can have many of the experiences that have not been possible before.
6. Nevertheless, in spite of their good progress, children's standards on transfer to Year 1 are still well below the levels expected in communication, language and literacy. They are below expected levels in mathematical development, knowledge and understanding of the world and creative development and match expected standards in personal, social and emotional development and physical development.
7. Pupils continue to achieve well in relation to their prior attainment in Years 1 to 6 in all subjects except geography, where a combination of a lack of vocabulary arising from a paucity of prior experiences and a lack of linguistic skills inhibits their learning. However, pupils achieve well in all other subjects because of good quality teaching that makes effective use of the recently adopted national guidance and other commercial schemes of work, in addition to the national guidance for literacy and numeracy.

8. Pupils with SEN and those for whom EAL also achieve well because the school makes very good provision to meet their learning and behavioural needs. In some aspects of their work, for example in phonic development through work to do with “Phonographix”, pupils with SEN achieve very good results in relation to their prior attainment. The school is at an early stage of identifying pupils who may be gifted and talented; those already identified are supported well and make good progress in relation to their prior attainment.

9. Pupils in Year 2 attain standards that are below average in English and science, as they are in history, where pupils’ lack of language skills is a significant adverse factor. Their standards are close to the national average in mathematics, although few pupils are working at the higher levels. In other subjects – art and design, design and technology, geography, ICT, music and religious education – their standards match those expected nationally. In physical education they attain standards that are above those expected nationally because they enjoy high quality teaching from outside agencies.

10. Standards in Year 6 are below average in English, mathematics and science. However, the levels of scientific knowledge are close to those expected but pupils’ skills of enquiry and investigation are hampered by their lack of communication skills. They are below the expected levels in ICT because of the legacy of past weaknesses. They match the expected levels in all other subjects, except physical education, where they are above expectations for the same reasons as given in the previous paragraph.

11. There is now no evidence of a significant difference in the performances of boys and girls.

12. Pupils use their literacy and numeracy skills well in English and mathematics lessons. However, this practice is not consistent in other subjects because the school has not identified opportunities to extend, for example, writing and oracy skills in the planning.

13. The targets set by the school for attainment in the national tests in 2002 are higher than those set for 2001. They match the national average for mathematics but are well below them in English.

Pupils’ attitudes, values and personal development

14. The attitudes, behaviour and personal development of pupils’ are good; this contributes much to a positive learning environment, pupils’ progress and the quality of life in the school. Comments from parents, both in the questionnaires and the meeting prior to the inspection, support this view. However, the levels of absence are too high and adversely affect the progress made by those pupils who regularly miss school.

15. In the Nursery and Reception Classes, children are happy, confident and secure in school. They show an interest and concentrate reasonably on activities they have been given or have selected for themselves. They are learning to understand the feelings of others and show kindness. The teachers and adult helpers have good relationships with the children. As a result, most children demonstrate positive behaviour and good attitudes to learning and have good relationships with other children.

16. The previous inspection report indicated that attitudes to work and relationships were satisfactory. They have improved. Pupils have good attitudes to learning because of the good class management skills of teachers and the clear expectations they make for pupils’ work and behaviour. They now enjoy school. Most pupils readily talk about their work and,

during lessons, enthusiastically join in activities and discussions. Nearly all are well motivated towards their learning and pay good attention to their teachers, resulting in good levels of interest and involvement. Although some have difficulty concentrating for sustained periods, overall levels of concentration are good.

17. On entering school, many pupils have problems with speaking and listening together with limited social skills and independence, which often results in insufficient self-esteem. However, most of them show considerable improvements during their school lives and many of them display satisfactory confidence and self esteem. Nearly all pupils work effectively without being closely supervised. However, a minority of pupils in some classes are inattentive and are not consistently on task.

18. Pupils with SEN and those with EAL have positive attitudes to their work, sustain concentration and make good progress in all year groups. They are well integrated and work well with other pupils.

19. The previous inspection report indicated that behaviour was good and this remains the case. All members of staff continue to work hard to make sure that the school is a good place to learn by consistently and vigorously implementing agreed procedures. This is effective. Pupils clearly understand class rules and are fully aware of teachers' expectations. The majority of pupils respond well and have a good understanding of how their actions affect others. As a result, the school is an orderly community. Standards of behaviour in class are generally good and sometimes very good. Although there is still a minority of pupils who display challenging behaviour and sometimes call out or talk unnecessarily, this does not disrupt the learning of other pupils. Six pupils have been excluded for fixed periods in the last year.

20. Pupils are friendly and generally courteous and considerate to each other. They move around the school sensibly. For example, on formal occasions such as assemblies they arrive and conduct themselves in an orderly, quiet and respectful manner. During the inspection no aggressive, sexist or racist behaviour or bullying was observed. Pupils behave well in the playground and around the school. Boys and girls play together.

21. Pupils are proud of their school and are careful with equipment and resources, which, in class, they willingly and politely share. They are generally respectful of property and their classroom environments. They respond satisfactorily to opportunities to exercise responsibility and independence. They willingly undertake a number of helpful duties in all classes and, with developing self-confidence, respond soundly to opportunities given to show initiative and assume personal responsibility. For example, older pupils undertake duties assisting at lunchtimes and helping younger pupils at playtimes.

22. Relationships between pupils and adults are good. Pupils feel valued by teachers and reciprocate accordingly. Pupils also generally relate well to each other. They work together satisfactorily and, although many pupils need to further develop their interpersonal skills, when opportunities arise they collaborate effectively in groups, assist each other and learn from their joint activities. They are trustworthy, thoughtful and considerate, respecting the feelings, values and beliefs of others.

23. In the previous inspection report, attendance rates were low, but beginning to improve. Attendance remains below average and is, therefore, unsatisfactory. Unauthorised absence is also above the national average. The school is aware of the detrimental effect unsatisfactory attendance has on the attainment of some pupils and has pursued a number of initiatives to reduce absence. These have resulted in a significant improvement, but further work is required. A number of pupils are late in many classes.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. Overall, the quality of teaching and learning is good. It is satisfactory in the Nursery and Reception Years and is good in Years 1 to 6.

25. The table below shows the number and percentage of lessons at each grade seen during the inspection. Some, but not all, of the lessons judged very good or better were given by visiting specialists in music and physical education.

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	17	37	16	1	0	0
Percentage	1.4	23.6	51.4	22.2	1.4	0	0

26. While the proportion of unsatisfactory lessons has remained very similar to that seen during the last inspection, the proportion of lessons that are good, very good and excellent has increased significantly. This improvement is having a beneficial effect on pupils' achievements and the standards they attain. It is brought about by the improved procedures for planning and the improved understanding teachers have of the purpose and place of assessment.

27. Throughout the school, the teaching of English, including literacy skills, mathematics, including numeracy skills, science, design and technology, ICT, music and physical education is good and the teaching of art and design is sound. In history and religious education, teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. Geography is taught satisfactorily in Years 3 to 6 but, because of the timing of the inspection, there was insufficient evidence available to make a judgement on the quality of teaching in Years 1 and 2.

28. The teaching by specialist staff or visiting coaches for gymnastics, and by musicians from the English Chamber Orchestra, is always at least very good and is sometimes excellent. Because of their outstanding subject knowledge and expertise, they quickly and accurately recognise what pupils can and cannot do and adapt lessons accordingly. This ensures that the pace is brisk, which keeps pupils focused, and that the level of challenge is unremittingly high. Because relationships throughout the school are good and pupils appreciate the efforts that teachers make on their behalf, this ethos carries over to lessons given by visitors. It is reinforced by the fact that the class teachers stay in these lessons and participate fully: this gives pupils good role models, provides valuable professional development for the teachers and makes a very positive contribution to pupils' achievements.

29. The contribution made to pupils' learning by supply teachers and learning support assistants (LSAs) is good, overall, and is sometimes better. Because teachers' planning is thorough and liaison between staff is very good, it is clear to supply staff what pupils are intended to learn and they provide good continuity of experiences. Learning support assistants (LSAs) are well trained and skilful and have a very good understanding of the needs of the pupils in their care. They devise questions, for example in their phonic work in Years 3 and 4, that match pupils' capabilities very closely, challenge them and yet enable them to enjoy success. This makes learning fun and motivates pupils to try harder and achieve well.

30. The teaching, in a small group, of pupils with EAL was satisfactory. The lesson seen during the inspection was the first such session. It was effective in allowing the teacher to establish the level and type of their specific needs, and in developing the type of good relationships that will be important in moving forward learning. The activities placed good

emphasis on the use of spoken English and led to satisfactory increase in the use of whole sentences to reply to questions. More generally in class, these pupils make progress at the same rate as their peers. This is because of the totally inclusive ethos of the school and the caring, sensitive way that teachers meet their needs, for example ensuring that they are working with supportive pupils.

31. The teaching in the Nursery and Reception Classes is usually satisfactory, although there is a range from unsatisfactory to good. The teaching for children's personal, social and emotional development is good because of the caring nature of all adults and the skilful way they manage behaviour, which sets clear parameters and is enforced calmly. This quality is vital in setting a clear set of expectations that permeate the work of the school and in enabling children to gain the security to develop good attitudes and behaviour traits. In other areas of learning, opportunities to intervene in children's activities in a purposeful way, so as to extend their learning fully, are lost. In addition, teachers tend to talk to the children for too high a proportion of time without encouraging them to reply sufficiently to develop their speaking and listening skills. An example of this was a lesson in which children were asked to talk about their pets but were given a limited number of questions to choose from and too little encouragement to devise some of their own. When questioning children, teachers tend to phrase questions in such a way that they can be answered in a single word and then do not put further questions to extend oracy skills.

32. The quality of teaching in Years 1 to 6 is never less than satisfactory and is far more frequently good or better; 55 of the 62 lessons seen were of this quality, of which 18 were very good or excellent. Throughout this part of the school, teachers plan their lessons very thoroughly and clearly identify what it is that they expect pupils to have learned by the end of the lesson. They often review learning at the end of the session, giving pupils a good idea of what they have learned and what remains for them to accomplish. A good example of this was in an English lesson in Year 5. In this lesson, pupils were told very clearly that they had to use, for example, adjectives and similes to write the introduction to an adventure story. They then analysed the quality of their work at the end of the lesson; this helped pupils to have a good understanding of the extent of their success and made a good contribution to extending their literacy and oracy skills. Although teachers do make use of ICT to support learning in some lessons, for example mathematics in Years 5 and 6, opportunities are being lost to reinforce and extend both pupils' knowledge in a specific subject and their ICT competences. Homework is used satisfactorily, overall, to reinforce and extend pupils' learning; reading records, in particular, provide a potentially good dialogue between home and school and a number of parents, although not all, do take this opportunity.

33. Where lessons are most effective, for example an English lesson in Year 2, a science lesson in Year 6, a mathematics lesson in Years 1 and 2 or a religious education lesson in Years 3 and 4, they are characterised by:

- * teachers having a very good understanding of the subject;
- * lessons having a clear and logical structure so that the basic skills are taught very well earlier in the session, are practised in the main part and are revisited at the end;
- * teachers joining in with the activity, for example, modelling writing in English lessons, which gives the activity status and meaning;
- * activities being meaningful and well matched to ability, based on appropriate continuing assessment so pupils are interested and are enabled to achieve at their own level;
- * lessons being conducted at a good pace that retains interest and challenges pupils to produce good amounts of work. This is particularly true in Years 1 to 4; a small minority of pupils in Years 5 and 6 occasionally display attitudes and behavioural traits that have

been ingrained as a legacy of past weaknesses but which are now being slowly improved as a result of consistent and insistent application of the school's behaviour code;

- * pupils making great efforts to produce work of a suitably high quality because they want to please their teacher, who has very high expectations of how well they will work and,
- * pupils contributing actively to their own learning, rather than being required to sit and listen passively. This is particularly evident in English, mathematics and science and has led to improved standards.

34. Where lessons, although satisfactory in quality, are less effective, it is because teachers' subject knowledge is less secure, for example in art and music, and so they do not always teach the required skills in a logical sequence. On very rare occasions, the management of pupils' behaviour is less assured than is the case in other lessons and criticism is more in evidence than praise. In some lessons, the level of challenge for pupils, for example, to extend their oracy skills, is not high enough; teachers do not allow pupils to finish their answers fully and do not pose subsequent questions to probe their understanding and extend their learning, particularly for the higher attaining pupils.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

35. Since the last inspection, curriculum provision has been considerably strengthened. Curriculum planning is now good; the school bases its schemes of work on national strategies for literacy and numeracy and national guidance for other subjects. The curriculum is well balanced in Years 1 to 6. However, although improvements have been made since the last inspection, more work remains to be done in the Foundation Stage.

36. The curriculum provided is good, overall. It is broad and balanced; the requirements of the National Curriculum and the local Agreed Syllabus for Religious Education are fully met. Provision for pupils who are in the Foundation Stage is satisfactory because more opportunities need to be given to children to work and play outside during lesson time and to develop their vocabulary and oracy skills. The quality and range of learning opportunities are good, overall, with more work to be done to provide sufficient opportunities to ensure that all pupils develop their language, mathematical and physical skills fully.

37. Strategies for the teaching of literacy skills are effective because teachers make good use of the well-chosen resources developed for the literacy hour. There is a good focus on subject specific vocabulary in most subjects but more use should be made of opportunities to improve extended writing in subjects such as religious education and geography. Strategies for teaching numeracy skills are good and are developed in a variety of subjects, especially in science and design technology. The school is in the process of improving its provision for ICT. However, the development of all these skills, and of those of oracy, relies too much on the awareness of individual teachers and is not assured through brief but effective written guidance.

38. Personal, social and health education (PSHE) is well provided for in dedicated PSHE lessons as well as in science and religious education lessons. Pupils are well prepared for life inside and outside of school; for example, during the inspection pupils in Year 3 focused on what made them happy or sad as part of a theme related to lifestyles. Pupils are made very aware of dangers outside of school, for example threats to their well being from the misuse of drugs. Assemblies make a particularly valuable contribution because of the emphasis on themes such as the importance of friendship and sharing. They provide a real

family atmosphere, which gives all pupils a sense of belonging and of their own importance.

39. The school is organised so that pupils work in groups with others of similar potential attainment; this reflects the inclusive ethos of the school, which aims to ensure that all pupils reach their full potential. This policy is ensuring that pupils achieve well. All the teaching staff are female but the school provides valuable male role models in the headteacher and sports coaches who regularly work in school. Boys contribute particularly well in discussions and to the life of the school because of these positive examples. Girls have responded well to the coaching which is available in football.

40. All pupils, including those with SEN, including those who have been identified as gifted or talented, have equal access to the curriculum. Provision for pupils with SEN is very good, meeting the identified needs of pupils closely. The expertise and time of all learning support assistants are used efficiently, for example in providing extra classes in phonic work. Because speech therapy is rightly seen to be a need for the school as well as more widely in the area, the EAZ has employed two therapists to work within the area. The school makes very good use of this facility. Pupils with EAL are fully integrated into the school; the provision by the school is a very good response to the needs of these pupils, as the local authority is unable to help at the moment.

41. Relationships with other schools and partner institutions and with the local community are very good. There are good links with the local secondary school to ensure that pupils can transfer easily into Year 7 work. The breakfast club is funded by 'Feed the Children' and it is an important part of life in the school. The school is part of an EAZ that is already making a major impact on learning by setting up a variety of projects, especially in creative writing and for the development of learning skills. The school is involved in many other initiatives that enhance experience in the school and in the local area. A local professional football club contributes directly to the physical education of both boys and girls; the English Chamber Orchestra and local theatre companies regularly work with the school. Local and international companies support education in a variety of ways.

42. The programme of extra curricular activities provided by the school is very good. It includes sport and music and many pupils join in these after school and lunchtime activities on a regular basis. Individuals learn to play musical instruments, including recorders. Many pupils are involved in the choir, which performs regularly in the city. Pupils also have the opportunity to go on an exciting variety of day and residential visits. All pupils in Key Stage 2 go on a residential visit to Barton Camp in the Mendip hills.

43. Provision for pupils' personal, spiritual, moral, social and cultural development (SMSC) is very good. It is an essential part of the ethos of the school and has shown considerable improvement since the last inspection. The quality of assemblies during the inspection was outstanding; each provided in its own way a very special experience for pupils.

44. Provision for spiritual development is very good. There is a strong spiritual element in all assemblies and in other areas of the curriculum including science and in English. Pupils have the opportunity to reflect on the value of creativity and the wonders of the natural world as well as their own worth and their own qualities. They also consider the worship element of other faiths. During the inspection week the theme was friendship and pupils thought about the enduring nature of a friendship. They also listened to the story of Jesus and the tax collector and learned that friends are more valuable than money.

45. Provision for moral development is very good. There are clear codes of behaviour in the school. Pupils are encouraged to think about everyday morality and the major issues in the world such as care for the environment. They have the opportunity to consider issues, such as truth and justice, by considering people in stories and in real life. The characters in

fairy stories are used well and even quite young pupils sensibly discuss, for example, the behaviour of the Queen in Snow White. The Bible stories used in assembly also have a powerful moral message that pupils understand because of the very effective use of drama and role-play.

46. Provision for pupil's social development is very good. Even quite young pupils help to clear up and give out books. Pupils in Year 6 take real responsibility around the school, for example working the overhead projector and helping younger pupils with reading. The school intends to establish a school council in the near future. The residential and other visits and charity fund raising activities also contribute effectively to pupils' social development and to a real awareness of what it means to be a good citizen.

47. Cultural development is promoted very well. Pupils are introduced to many kinds of music and many forms of art and literature. They are made aware of their own culture and that of others, for example through lessons that use African music and dance. The school has a very clear focus on local life and history of Bristol and it is very much part of the culture of the local community. Pupils celebrate Christian and other festivals, such as Diwali, and, in history, they find out about creative and cultural development in the past.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school provides a very good level of care for its pupils. From the moment they enter the Nursery Class and throughout the school, pupils are provided with a warm caring environment in which they can flourish and develop: they are supported, encouraged and developed as individuals. Parents correctly feel that the school offers their children a high level of support and guidance. There are very good relationships between staff and pupils and these allow pupils to approach staff confidently with any personal concerns. Governors and designated staff regularly carry out a detailed risk assessment of the school site, and any concerns are quickly addressed.

49. There are beneficial links with outside agencies in the protection of children. Procedures for child protection are firmly in place and training of staff is up-to-date. Records are conscientiously kept, and any pupils causing concern are carefully monitored. The headteacher and members of his staff are in the playground before and after school so that parents can report any concerns they might have. The headteacher also visits classes to check on individual pupils throughout the school day. Trained first-aiders support the school's strong procedures for ensuring the health and safety of its pupils. Accidents and injuries are well documented.

50. The school is aware of the need to raise attendance levels from their present below average levels and has developed very good procedures for monitoring and improving this issue. Absences are quickly followed up and weekly reports on attendance rates are given to the headteacher. The class with the highest attendance is rewarded. Individual pupils receive awards at the end of each term for good attendance. There is a governing body attendance committee which meets regularly to monitor attendance and procedures. Parents are constantly reminded of the need to send children regularly to school to avoid disruptions to their learning. An 'attendance week' is organised each year to increase pupils' and parents' awareness of this issue.

51. The procedures for monitoring and promoting good behaviour, including sanctions, are very good. The effective behaviour policy was developed following consultation with all members of the school community. Parents and pupils report significant improvement over the past two years because of the consistent approach to behaviour management. All staff know the pupils well and provide high quality pastoral support. The procedures for monitoring and eliminating oppressive behaviour are very good. Incidents are taken seriously and dealt with appropriately.

52. Procedures for assessing pupils' attainment and progress have improved considerably since the last inspection and are now sound, overall. Assessment procedures in English and mathematics are very good and, in science and ICT, are good. Standardised national tests are carefully analysed to identify any weaknesses in what is taught. Teachers make careful and challenging predictions about pupils' end-of-year attainment. Pupils' levels of attainment are carefully recorded through the use of 'Progress Books' and used to monitor academic achievements. Achievable targets are set, based on this information, and are shared with pupils and explained to their parents. In ICT, where pupils keep records of what they have achieved in their own computer folders, teachers are beginning to use these effectively to track progress. Systems, however, are not fully enough established in other subjects and the school has already identified this as an area for improvement. Marking of pupils' work is good and many examples were found of useful comments to help pupils' improve the quality of their work.

53. Specific assessments to establish what might help pupils with SEN are also effectively carried out. A suitable range of information is used well to identify pupils who would benefit from additional input in English and mathematics in small groups. The continuing records taken in these groups by skilled learning support assistants are very helpful in tracking pupils' progress and in identifying their developing needs. In addition, the information is used very well to write precise targets in individual education plans for those with greatest need and to suggest suitable methods of teaching them. Discussions between the co-ordinator for SEN, class teachers and assistants ensure that such information is conveyed accurately and acted upon effectively. Liaison with outside agencies, such as speech therapists and the behavioural support teachers, is good; help is usually readily and promptly available.

54. Pupils' personal development is nurtured well in the caring atmosphere that the school provides. Although there are not yet formal procedures in place for monitoring this area of pupils' development, class teachers have a good understanding of individual needs and use this knowledge to monitor personal development informally. Any issues that arise are discussed with the headteacher. A high value is placed on recognising and rewarding pupils' success. Achievements, good work and acts of kindness are acknowledged in assemblies and classrooms.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school places great value on its partnership with parents and overall its links with them are good. Parents like what the school provides and achieves and, overall, they provide satisfactory support. Parents make a satisfactory contribution to their children's learning. There is good involvement of parents on the work of the school. The quality of information provided by the school to parents is good.

56. Parents' perceptions of the school are good; they are very appreciative of its educational direction and the support it gives to their children. A significant minority of parents in the parents' questionnaire felt that the school does not work closely with parents. The team does not agree with that view. The school works very hard to promote and maintain a good partnership with parents with clear and open lines of communication.

Parents appreciate the headteacher's open and conspicuous engagement with them and the willingness of all the staff to make themselves available at all reasonable times. The majority of them feel the school is accessible, that they are welcomed, and that the staff are approachable.

57. A significant minority of parents in the parents' questionnaire were dissatisfied with information provided on their children's progress. The team does not agree with that view. The school communicates frequently with parents and, overall, the quality of information is very good. The governing body's annual report to parents is effective and the prospectus is informative. Parents are very frequently provided with well-presented newsletters, augmented by annual curriculum topic information. The meetings for parents on curriculum issues have not always been well supported. However, the sustained and pro-active interactions with parents on a daily basis and the generally high quality relationships with families are strengths of the school.

58. The annual reports to parents are very good. They cover all subjects including citizenship and also contain comments on behaviour and attitudes. They provide clear, detailed descriptions of children's attainment and, although not routinely related to National Curriculum Levels, frequently relate pupils' achievement levels to what is expected for their age. They also include targets for future development.

59. Parents of children about to start school in the Nursery or Reception Classes are invited to visit the school with their children to get an idea of the school's expectations and routines; this is satisfactory. Thereafter, there are three opportunities for formal consultation during the year including one in the summer term following the issuing of pupils' annual reports. These are well supported by parents. The school has recently introduced a questionnaire for parents, which resulted in a reasonable response.

60. Communication with parents of pupils with SEN is sound. Parents of children with Statements of Educational Need are effectively informed about their children's progress at parents' evenings. However, some parents do not attend these evenings and, other than for a pupil with a SEN Statement, there is no routine follow-up communication or home visit.

61. Overall, the contribution of parents to their children's education is satisfactory. A significant minority of parents in the parents' questionnaire were dissatisfied with the amount of homework. There are systematic homework arrangements, which provide parents with the opportunity for valuable involvement in their children's education. Parents' response to these opportunities is variable. However, parents would benefit from clarification and guidance from the school on homework expectations and frequency.

62. A number of parents provide direct involvement in the work of the school assisting with, for example, reading and cooking. In context, this is a good level of support. There is an active Parent – Teacher Association which provides valuable financial support to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school are very good, overall. The headteacher provides excellent leadership. His vision and direction for the school clearly take account of its aims. He is very effectively supported in his work by a highly committed deputyheadteacher and senior management team. Due to the effective leadership of the headteacher and improvements in the roles of the senior management team and subject co-

ordinators, the school has made outstanding progress in addressing issues noted in the previous report and has come a very long way towards meeting its own targets. Standards of teaching, learning and attainment have all improved, as have the important structures for planning and assessing pupils' work.

64. The leadership and management of the school are delegated very positively through key stage and subject co-ordinators. Co-ordinators are now empowered to lead and manage their areas of responsibility and they do so efficiently and enthusiastically. Their subject reviews and action plans demonstrate their responsibility and accountability. The school provides time out of classrooms for staff to carry out their roles. Standards of communication are very good and all members of staff work well together in their determination to raise standards. All members of the school staff are made to feel important members of the team and their clear understanding of their roles is one of the many strengths of the school.

65. The school secretary provides an efficient service and a warm welcome to visitors. The caretaker provides efficient service in ensuring that the school is well maintained. Teaching support assistants are well trained and dedicated in their work. Midday assistants have received training in behaviour management and interact effectively with pupils. This strong, shared commitment means that the school is very well placed to continue successfully to reach its targets.

66. The quality of teaching and learning is now rigorously monitored and evaluated. Feedback and advice on what might be improved is given to teachers after observations have taken place. The very good structures in place for appraisal and performance management strongly support teachers in their work. Every opportunity is given to teachers to reach targets set, through discussions, observations and training. These improvements have resulted in raising the quality of teaching and learning from satisfactory to good.

67. The school is very successful in evaluating data, in evaluating its own performance, and in introducing measures to deal with the information derived from the data. Areas for development are clearly identified in the school development plan. This is a comprehensive document, which gives appropriate emphasis to the monitoring of teaching and learning. It prioritises very appropriate areas for development and sets clear and suitable targets for action. It is also used as a good basis for financial planning. All appropriate grants are used effectively with very good use made of monies to support pupils with special educational needs. The school has used its involvement in the EAZ very well to pursue its objectives in teaching and learning.

68. The school has good financial systems with efficient day-to-day management and budgetary control. The co-ordinator monitors the use of monies targeted at pupils with SEN outstandingly well. The governing body monitors expenditure regularly; there is very good financial control and accurate accounting by the finance officer. In recent years, the school's contingency balances have been used to make up the standards grant for professional development. This has ensured that all available funds have been efficiently used for the benefit of pupils, but together with other changes, means that a more strategic approach to budgeting should be adopted. Nearly all recommendations from the last auditor's report have been implemented. The larger than average carry forward on the budget into this financial year was a result of a large influx from various sources, for example for staff development, that had not been spent at the end of the financial year. This has been properly attended to and the projected carry-forward into next year is well within normal limits.

69. The school's rigorously challenging approach to all its activities, drawing on appropriate comparisons, consulting widely, and competitively testing the supply of services, means that it has applied the principles of best value very well.

70. Overall, the school's use of ICT systems is satisfactory. Satisfactory use is made of computer based financial systems and very good use is made of ICT in maintaining pupils' records. However, computers are not yet being used fully enough to support all subjects.

71. The headteacher's strong commitment to inclusion, and to the value placed on each individual underpins the school's ethos. The co-ordination of provision for pupils with SEN is very good. The school provides very well for its pupils needing care and attention and ensures their full inclusion in all aspects of school life. The school is outstandingly successful in fulfilling its aim of giving every pupil an equal opportunity to succeed.

72. The governing body fulfils its statutory duties well and, through the positive links established by the headteacher, has a sound understanding of the strengths and weaknesses of the school. Individual governors are now assigned to subjects, and the school is developing this role. The chair of the governing body, who gives strong support to the school and to her colleagues, has correctly identified the need to strengthen governors' corporate role in shaping the direction of the school. Most of the governors have already received training in monitoring school effectiveness and effective strategies are being developed.

73. The school has a good number of suitably qualified and experienced teachers for the number of pupils in the school. Their deployment is effectively reviewed in the light of changing requirements, for example the co-ordinator for SEN becoming a class-based teacher in Years 1 and 2, thereby addressing the needs of younger pupils at an early stage. The good numbers of class based non-teaching staff are well deployed and trained, providing skilful support to pupils with SEN and to literacy in every class.

74. The procedures for the induction of staff new to the school are very good, with particularly good guidance and support for newly qualified teachers. Training priorities are clearly linked to school and individual needs. The school receives high quality support from the administrative and premises staff who make valuable and efficient contributions to the school.

75. Learning resources are generally satisfactory in range and quantity to support the curriculum for pupils in Years 1 to 6. Resources for literacy and physical education are good. The small library is under developed and under used, although the school augments its limitations by making good use of the school library service. Outside play equipment for children under five is unsatisfactory with, for example, no climbing frame.

76. The school's accommodation is good for the number of pupils and the delivery of the curriculum. The building is well maintained and decorated with attractive displays. All classrooms are spacious. There are a number of additional withdrawal facilities for particular groups. The playground is well maintained and with the good-sized grounds is in the process of redevelopment as a 'Zoneparc' to provide a positive and supportive environment for learning. Areas for all purpose sports and dance have already been established and school meals supervisory staff will be trained in facilitating play. However, the outside play area for the under fives, although secure requires improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order to raise standards still further, particularly in English, mathematics, science and ICT and for higher attaining pupils, the headteacher, governors and staff should:

- Continue to use all possible means of improving the levels of attendance. **
(Paragraphs: 14 and 23)
- Continue to improve the effectiveness of provision in the Foundation Stage. **
(Paragraphs: 85 – 88 and 91)
- Ensure that provision for developing the key skills of oracy, literacy, numeracy and ICT is explicitly and appropriately integrated into the planning for all subjects and develop teachers' questioning skills to ensure that these opportunities are fully exploited. **
(Paragraphs: 12, 31, 32, 34, 36, 37, 70, 98, 114 and 159)
- Devise manageable assessment procedures to ensure that pupils acquire skills and understanding in a logical sequence in the Foundation Stage and in subjects other than English, mathematics, science and ICT. **
(Paragraphs: 52, 91 and subject sections)
- Other issues that should also be considered are:
 - * developing the skills of the governing body so that they are more able to evaluate the work of the school rigorously; **
 - * continuing to make every effort to involve all parents in their children's education; **
 - * improving the use of the library to support the development of pupils' research skills and independent learning.

(References to these issues will be found in the following paragraphs: 60, 61, 72, 101 and 102)

NB. All those issues marked with ** have been recognised by the school already and are priorities in the current school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	17	37	16	1	0	0
Percentage	1.4	23.6	51.4	22.2	1.4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	300
Number of full-time pupils known to be eligible for free school meals	0	132

FTE means full-time equivalent.

Special educational needs

	Nursery	YR–Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's SEN register	10	84

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.6

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	23	15	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	15	21
	Girls	13	13	14
	Total	29	28	35
Percentage of pupils at NC Level 2 or above	School	76 (55)	74 (64)	92 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	14	21	20
	Girls	13	13	14
	Total	27	34	34
Percentage of pupils at NC Level 2 or above	School	71 (62)	89 (89)	89 (83)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2001	27	22	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	16	26
	Girls	10	10	22
	Total	25	26	48
Percentage of pupils at NC Level 4 or above	School	55 (56)	53 (42)	98 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	19	26
	Girls	13	12	19
	Total	28	31	45
Percentage of pupils at NC Level 4 or above	School	57 (53)	63 (49)	92 (67)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	252
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes:

YR–Y6

Total number of qualified teachers (FTE)	12.8
Number of pupils per qualified teacher	23.7
Average class size	27.5

Education support staff:

YR–Y6

Total number of education support staff	10
Total aggregate hours worked per week	203.75

Qualified teachers and support staff:

Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
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	£
Total income	770 397.00
Total expenditure	763 991.00
Expenditure per pupil	2254.00
Balance brought forward from previous year	50 207.00
Balance carried forward to next year	56 613.00

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

339
34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	59	41	0	0	0
Behaviour in the school is good.	38	50	9	0	3
My child gets the right amount of work to do at home.	26	38	29	3	3
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	47	29	18	6	0
I would feel comfortable about approaching the school with questions or a problem.	68	18	12	3	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	24	47	24	6	0
The school is well led and managed.	44	38	15	0	3
The school is helping my child become mature and responsible.	53	35	12	0	0
The school provides an interesting range of activities outside lessons.	26	50	15	0	9

The number of returns detailed above represents a small percentage of those sent out. In addition, only 11 parents attended the pre-inspection meeting with the lead inspector.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

78. All children have the opportunity for full time Nursery education at the beginning of the year in which they have their fourth birthday. Most children transfer to the Reception Classes the following year. Arrangements for parents to visit the school with their children prior to entry are satisfactory.

79. On entry to the Nursery Class, children's standards are well below average in all aspects of early learning, with particular weaknesses in speaking and listening. This is a similar picture to that at the time of the last inspection. All children in Nursery and Reception Classes, including those with SEN and EAL, make good progress in their learning and achieve well in relation to their prior attainment. They benefit from the wide range of opportunities provided through two years of full time education.

80. By the time they begin reception, the Nursery children have learnt about school routines and their social development has significantly improved. However, on entry to the Reception Classes, standards in all areas of learning remain well below average, except personal, social and emotional development and physical development, where they are below average.

81. By the end of the Reception Year standards have improved in all areas of learning except communication, language and literacy, which remains well below average. Standards match those expected in personal, social and emotional development and physical development but are below expected levels in mathematical development, knowledge and understanding of the world and creative development.

Personal, social and emotional development

82. High priority is given to this area of development. As a result, the majority of children achieve well and are happy, confident and secure in school. They know the classroom rules and are becoming aware that sometimes they must wait for adult attention. They show an interest in the activities they are offered and know where classroom resources are stored. Most concentrate reasonably on activities they have been given or have selected for themselves. They are learning to understand the feelings of others and show kindness. The teachers and adult helpers ensure that they reward good behaviour and have good relationships with the children. As a result most children demonstrate positive behaviour and good attitudes to learning and have good relationships with other children. Although children are encouraged to tidy up, there are limited opportunities in some activities to select resources from a given range of options.

Communication, language and literacy

83. Children's progress in developing speaking skills is slow and attainment remains well below average throughout the Nursery and Reception Years. A significant number of children continue to speak indistinctly and have difficulty retelling stories in the correct sequence. They respond to questions in a limited way sometimes pointing or answering

with single words and struggle to make their meaning clear. The weaknesses in teaching, explained below, mean that children are not sufficiently challenged to extend their oracy skills. Children enjoy listening to stories and join in songs and rhymes, such as the daily 'good morning song' with enjoyment.

84. Although attainment in reading and writing is well below average, children make satisfactory progress. Many read and write their own names and know some letter sounds. They write some recognisable letters and are aware that print is read from left to right and carries meaning. They enjoy sharing books and regularly take their books home in their book bags. Children are introduced to key words and phonics to help decipher new words. However, as yet the majority are unable to build simple words by their sound or read all the words recommended for children of their age. Although they can use a pencil and write letters, very little of their writing has reasonable meaning. Teachers have introduced good elements of the literacy hour, such as using suitable big books to promote reading and stimulate interest.

Mathematical development

85. Some aspects of this area of learning are taught well, which results in reasonable achievement for many children. However, there are some significant gaps in overall provision. Children learn the names of simple shapes, such as squares, circles and triangles, and develop a good understanding of numbers between 1 and 10. There are occasions where members of staff engage children in simple counting games, such as counting lunches and school dinners. However, there are too few opportunities overall to count. In addition, there is a lack of mathematical language in the displays, which are often too high for children to read. Teachers provide a range of play situations that could incorporate opportunities for counting and using mathematical language, but children often spend time without an adult to develop their appropriate language. The lack of emphasis on developing a knowledge of numbers, together with missed opportunities to extend higher attainers' learning with more challenging tasks means that many children do not attain the Early Learning Goals by the end of the Foundation Stage when they enter Year 1.

Knowledge and understanding of the world

86. Children make satisfactory progress in this area of learning. They learn about the properties of water and sand and handle different textures. They have a sound grasp of how to use a computer and mouse, and print out their own pictures. When using magnifying glasses, they are curious to look at various types of fruit and plants. They enjoy participating in local walks, for example, to look at the new nature area and travelling further afield, for example to see the animals at Noah's Ark in Weston-Super-Mare. However, teachers do not always ask questions that develop understanding of the world. Sometimes when children choose activities the range offered is too wide or so unstructured that learning is limited.

Physical development

87. The school is committed to the development of the outdoor play facilities and resources, which was identified as a weakness in the last two reports. The outdoor play area has recently been improved and, in order to support children's learning, the school has plans to make it more attractive and stimulating. Although there is good provision for tricycles and bicycles, there is no climbing area. Presently the outdoor play area is not an attractive learning environment.

88. Although the weather was inclement during inspection, insufficient opportunities were provided to promote physical skills. However, many children show good co-ordination and are aware of space around them and consideration to others, but their manipulative skills using equipment such as pencils, crayons, scissors and paint are not of the standards expected of children of their age.

Creative development

89. In creative development children make sound progress. They select suitable colours for painting and drawing and join in fully with singing, often accompanied by the piano and Nursery rhymes. They know a reasonable variety of familiar tunes and tap simple rhythms on percussion instruments. However, many lack imagination in their role-play, such as in the doctor's surgery, where low standards in speaking limits their ability to communicate effectively to each other.

90. Overall, the teaching in the Nursery and Reception Classes is sound; of the ten lessons observed, one was unsatisfactory, two were good and the remainder were satisfactory. However, in many lessons there are a number of unsatisfactory elements: these have a negative impact on children's learning. Most teachers have a sound understanding of the needs of the early years children. Teaching and learning is at its best where activities are well planned and adults use conversations and questions effectively to draw out children's ideas and develop their confidence. The teaching of personal, social and emotional development is good.

91. Nevertheless, in those lessons where learning, although often satisfactory overall, is less effective, time is not used effectively, the pace is slow, tasks are too prescriptive, not all children are actively involved in learning and questioning techniques fail to encourage the development of children's speaking and listening skills. Although planning procedures have greatly improved and now involve Nursery nurses and learning support assistants, little attention is given to match tasks to different ability groups. Consequently many children, including higher attainers, are underachieving. New assessment procedures have recently been introduced in the form of 'stepping stones', but as yet are not used effectively to identify the next stage of learning.

92. The school has worked hard and effectively since the last inspection to improve the provision in the Nursery and Reception Classes by reducing class sizes and ensuring children are taught in a single age group. This, in itself, has led to pupils achieving well overall, because of the experiences they are offered that they would not otherwise have had. Additional support staff have been appointed to support teachers and the school has received very good support and advice from the local education authority. This has already had a beneficial effect on the quality of teaching. The co-ordinator is fully committed to further improving the quality and effectiveness of the foundation stage and gives good support to colleagues.

ENGLISH

93. Test results in 2001 show that standards were below the national average in reading and well below them in writing at age seven and below average in English at age 11. When compared with pupils in similar schools, at age seven results in reading were well above average. They matched the average for seven year olds in writing and were below average in English at age 11. However, relatively few pupils reach the higher levels in any test.

94. Inspection findings are that the present Year 2 pupils show a level of attainment that is

below the national average. At age 11, attainment is clearly below the national average, particularly in writing and in reading comprehension. However, this represents a clear improvement since the last inspection, as standards then were well below those expected nationally.

95. Despite their relatively low attainment, all pupils, including those with SEN and EAL, achieve well in English throughout the school. They make good progress because of the quality of teaching, because of their own positive attitudes and hard work and because the development of pupils' language skills is well planned in English lessons.

96. The overall trend is towards an improvement in standards. The impact of the National Literacy Strategy and of new resources has been considerable. Younger pupils now show higher levels of attainment in written work and in reading. This is also true of many older pupils, although the present Years 5 and 6 have not had the benefit of the long-term impact of changes in the school. The work of boys and girls reflects the differences seen nationally but, during the inspection, boys were seen to be working hard and contributing well. Their oral work compares well with that of girls although written work is noticeably weaker and more have special educational needs. Many boys enjoy talking about books that they have read and they particularly like the Harry Potter stories and books about football.

97. Literacy standards across the school are below those seen in other schools, especially in reading and writing. There are also clear weaknesses in speaking and listening. Pupils talk in small and larger groups and listen and respond to stories. However, many pupils in all year groups fails to listen sufficiently carefully and they also find difficulty in expressing their ideas because they have a limited vocabulary. They all understand how to use books and talk about the characters and events in stories but reading comprehension is weak and pupils have limited skills in using a library. Some pupils write well but the majority of pupils continue to make many errors in basic spelling and punctuation and this weakness affects work in all subjects.

98. The development of literacy across the curriculum is broadly sound. However, opportunities to develop pupils' literacy and oracy skills are not explicitly identified in the planning of other subjects but happen in an unstructured way. In addition, the opportunity for extended writing and the development of comprehension skills outside of English lessons is not being sufficiently used at present.

99. Standards in speaking and listening are below those found in other schools because pupils have limited opportunities to develop these skills outside of school. In all year groups, speaking and listening skills are developed through discussion activities and pupils speak confidently to adults and in class and in assembly. Younger pupils generate ideas in brainstorming sessions, with Year 1 and 2 pupils contributing well, for example, on the different characters' views on the real story of the wolf and his behaviour towards the three little pigs. Listening skills are variable; some pupils follow instructions well and listen very carefully. The progress of some pupils, however, is affected by a failure to concentrate on the spoken word. Pupils have a limited vocabulary and some have real difficulty in expressing their ideas. By Year 6, oral work is of a higher standard and the majority of pupils discuss the planning of an action story with real confidence. They show that they understand about "cliff hanger" effects and the dramatic use of short sentences or unusual opening lines. However, again, pupils are impeded by limited vocabulary and experience in reading a range of books. Most of their ideas come from films and television and teachers use this skilfully to help them develop their understanding.

100. Standards in reading are below the national average for the majority of pupils. Pupils enjoy books and take pleasure in reading although few of them belong to a library outside school. The majority of younger pupils use a reasonable variety of strategies to support their reading, including the use of phonics and picture clues. However, most pupils do have to have support with the use of these strategies in reading unfamiliar words, even in Years 5 and 6. For example, pupils found difficulty with the word “chaos”. In all English lessons, and in many others where language is a vital element, LSAs or other adults are present and this helps pupils to make good progress in those lessons. The school uses several reading schemes, and older pupils are encouraged to use books that are appropriate to their ability level, usually chosen by the pupils themselves. Many parents make a valuable contribution by hearing pupils read at home. The school has chosen a good anthology and text series to use in class, which means that pupils read and enjoy a close study of a good range of fiction, poetry and non-fiction texts.

101. Reading is an important element in the ‘Critical Skills Programme’ being undertaken in Year 4 and pupils work in groups to find out information from a range of books. They work in a team and demonstrate their research skills. However, they were not observed choosing books independently for research or using computer software for this purpose.

102. The development of the library and computer based research skills requires further development. Many pupils in Key Stage 2 are vague about the difference between fiction and non-fiction. A higher attaining pupil in Year 6 did not know that fiction is arranged by author, rather than the name of the book, perhaps because Harry Potter is now so well known! Most pupils have secure basic reading skills and are functionally literate but their reading comprehension is weak. Consequently, they have difficulty in making sense of passages where imagery, particularly metaphor, is used. Library skills are not well developed because of the small size of the school library, which is also used as a music room. The library provides limited opportunities for pupils to develop skills in research, but good use is made of the school library service and all classrooms have a good range of books.

103. Some pupils with SEN have difficulty in reading but they are well monitored and make good progress when they work with LSAs. Although there is no outside agency support for pupils with EAL, they achieve well because of the support of teachers and their fellow pupils. Higher attaining pupils have good skills in researching for information. These pupils are monitored well because assessment procedures are very good and activities and resources in class are matched closely to their needs.

104. The range of written work is good. There are examples of really creative and imaginative work and of writing for a variety of purposes and audiences. There are some lovely displays of recipes – for making exciting stories as well as biscuits! Pupils improve their work because they have a secure knowledge of how to draft and redraft. The higher attaining pupils write about their ideas well and many produce pieces of extended creative writing. The writing of pupils with SEN shows that they benefit from the help of the LSAs who work with them. Pupils also write and illustrate their own stories and poems and use word processing and desktop publishing skills to improve and illustrate their written work. The best written work is presented well, with most pupils using joined up writing, which is introduced at a young age, rather than printing.

105. Evidence gained from classrooms displays and from talking to individual pupils indicates that they are encouraged to concentrate on their spelling and punctuation. Pupils are clear about the use of capital letters and the spelling rules when asked. Higher attaining

pupils identify and explain the use of speech marks and the apostrophe of omission. However, many pupils throughout the school fail to follow the rules that they have been carefully taught. They often do not copy spellings or punctuation accurately and they fail to spell correctly partly because they do not listen to the sound of the word.

106. The quality of teaching is good. Eleven lessons were observed, of which one, for pupils with English as an additional language, was satisfactory, seven were good and three were very good. Class teachers have a good understanding of all aspects of the teaching of the English and they are confident in teaching the basic skills in all aspects of reading and writing. Teaching is effective in small groups and with the whole class. The teaching of creative writing is good and teachers have high expectations of the work of their pupils and usually provide work that challenges even the higher attainers. In all lessons the time available is used well enough so that pupils are kept firmly on task. The use of overhead projectors was particularly valuable in some classes as a means of focusing pupils' attention on key points in the lesson.

107. Overall, planning is good and the literacy strategy has been implemented very effectively because resources are well chosen and used well. Work is marked frequently; comments are helpful as well as encouraging; and teachers use the assessment procedures well. There is usually a good match between the teaching strategies in use and the needs of the pupils and this helps them to progress well when pupils of different ages work together. Pupils with SEN are given good, individual support, which enables them to make good progress. In the most successful lessons, pupils make very good progress because of the pace and rigour of the work, the high quality of questioning and the exciting range of activities.

108. Pupils respond very well: behaviour is usually good and often very good. Pupils are prepared to experiment and to think for themselves. They work well in pairs and groups and they take an active rather than passive role in learning. The approach to work in the subject promotes participation and inclusion through the sharing of ideas. Pupils take part in group and whole class, as well as individual, activities and this promotes effective learning for all. Critical skills and writing projects are particularly valuable in promoting a whole range of skills: because of this, they are having a really positive impact on pupils' learning. Lessons are particularly effective when drama and role-play is used. For example, language skills were promoted well in a science lesson by using role-play to improve understanding of movement. In this lesson a pupil with EAL was supported very well by his classmates. All made good gains in learning.

109. Improvement since the last inspection is very good and has contributed to the raising of standards of attainment in English and literacy across the school. The subject is now very well managed - particularly in ensuring continuity of experience and progression in learning for all pupils. Learning is effectively monitored in English and this ensures that all pupils achieve well. The subject makes a good contribution to the social, moral and cultural development of pupils because it encourages discussion on a variety of issues and provides many examples of different kinds of literature and creative activity. Very good systems of assessment and recording of information about individual pupils are used well in the planning for groups and activities within the class. Pupils assess and evaluate their own work in group and class activities. Pupils are being well prepared for their work in secondary school because they are being given the opportunity to learn to work as part of a team.

MATHEMATICS

110. In the national tests in 2001, pupils' results in Year 2 were below the national average and, in Year 6, were well below average. When compared with results in school where a similar proportion of pupils are known to be eligible for free school meals, they were above average in Year 2 and below them in Year 6. Very few pupils attained the higher levels in either Year 2 or Year 6, which had a detrimental effect on results, particularly in Year 2, where the proportion of pupils achieving at least the expected levels was close to the national average.

111. When pupils enter Year 1, they do so with standards of attainment that are below those expected of pupils of their age nationally, with particular difficulties in understanding and expressing the language of mathematics. Throughout the school, they achieve good results in relation to their prior attainment, including pupils with SEN and EAL, because of the good quality of teaching and the assured progression in acquiring the skills needed based on thorough planning derived from the guidance given in the National Numeracy Strategy. The school has already recognised the need to develop pupils' skills in mathematical language further.

112. By Year 2, many pupils work at or close to average levels in much of their work and achieve good results in relation to their prior attainment. This is an improvement since the last inspection. They investigate number sequences generally successfully. Standards in this area of their work are less secure than in other areas because many lack the language ability to explain clearly what they have discovered. They use all four number operations appropriately, sometimes in the context of money or length. However, many recall basic number facts more slowly than would be expected for their age. Pupils recognise and name correctly a reasonable range of two-dimensional shapes, such as triangles, hexagons and pentagons. They find a half or a quarter of a shape by drawing but lack precision and accuracy when doing so. For example, when completing shapes in a Year 2 lesson on line symmetry, pupils generally made good progress and became much more secure with the concept of symmetry. However, only one pupil had their measuring and drawing skills of sufficient quality and precision to complete irregular shapes accurately. Higher attaining pupils have a good understanding of the number system and correctly solve single-step problems involving addition and subtraction. They use their knowledge of number facts soundly to, for example, find 'near doubles', such as $52 + 51 = 103$. They accurately classify two-dimensional shapes according to the number of faces and edges but do not draw them accurately enough.

113. Year 6 pupils achieve good standards in relation to their prior attainment to reach standards that are higher than at the time of the last inspection but which are below the national average. This is because their language and vocabulary skills are insufficient to enable them to express and explain themselves fully enough and because they have large gaps in their prior knowledge, skills and understanding as a legacy of past weaknesses. For example, only some two-thirds of pupils recall simple basic number facts accurately and swiftly and less than one quarter of pupils understand how to divide three-digit numbers by a single-digit one. They use their knowledge of number facts, however, securely in a reasonable variety of contexts. For example, they correctly use their knowledge of some multiplication facts to find answers by doubling or halving known numbers and find ways to total 50, presenting their findings accurately and logically. They simplify fractions correctly and name correctly a small range of two-dimensional shapes. They collect and represent data, for example, in a bar graph or a spike graph. However, they are not accurate enough in constructing graphs because they label their axes incorrectly and do not maintain

constant measurements. The standards of the higher attaining pupils are close to the national average. They use number operations confidently and accurately, recalling basic number facts correctly and swiftly, sometimes to two places of decimals, but do not fully understand how to multiply larger numbers.

114. Pupils' numeracy skills are occasionally used to good effect in some other subjects, such as for time lines in history and measuring accurately in design and technology lessons. However, such development is not rigorously planned within schemes of work for those, and other, subjects and relies too much on individual teachers' awareness of possible links rather than on brief, but effective guidance.

115. The quality of teaching and learning is at least good in all lessons; in six of the nine lessons seen they were good and in the remaining three they were very good. This is an improvement since the last inspection. Throughout the school, teachers use the structure provided by the National Numeracy Strategy well to inform their practice. Initial sessions are used well to reinforce pupils' number skills with the most effective practice being evident, for example in the Year 1 and 2 class, when teachers insist that pupils show the answers they have written on their whiteboards all at the same time to avoid the possibility of lower attaining or less confident pupils copying from their peers.

116. Teachers plan their work thoroughly, which gives structure and purpose to the lessons, and always have a clear idea of what it is that pupils should learn in a lesson. They almost always explain these objectives to the class: this helps pupils to focus on what they have to learn. A review at the end of the lesson ensures that pupils have a good idea of how much they have learned and what remains to be accomplished. However, some of these final sessions are less effective than they could be because teachers do not probe pupils' understanding fully enough through focused questions that require them to explain and justify their thinking. Nevertheless, there is evidence in some classes of the good use of questioning to probe understanding, such as in Year 2 where the question, "Is this side identical to that one?" prompted pupils to examine their work very closely and to think critically about symmetry. Also, in the Year 3 and 4 class, the teacher used questioning very well to involve pupils and to draw them skilfully into wanting to answer. These lessons make a valuable contribution to extending pupils' vocabulary and oracy skills. In addition, those lessons where the teacher has planned for pupils to discuss their work or to operate in small groups, such as in the Year 1 and 2 class, make a good contribution to pupils' personal and social development and to extending their oracy skills.

117. Teachers' subject knowledge is good and basic skills are taught well, overall, and sometimes better. For example, in a lesson in Year 4, the teacher explained very clearly how to subtract three-digit numbers through examples on the board and then repeatedly checked that pupils understood what they had to do before setting them off on their individual work. Teachers and LSAs circulate throughout the lessons to good effect, helping pupils when they meet difficulties so that they remain focused for long periods of time and, in the more effective lessons, such as a Year 2 lesson on symmetry or a Year 3/4 lesson on adding three-digit numbers, providing constant challenges to individuals and groups to extend their learning. In such lessons, pupils make very good progress and achieve very well in relation to their prior attainment because they work at a very good pace.

118. Teachers and LSAs provide good support for the efforts of pupils with SEN and those with EAL. Adults are well aware of the targets on pupils' individual education plans, which have been developed since the last inspection, and sensitively challenge them to achieve identified priorities. Additional support is provided through extra 'booster' groups, which take place in the 'key stage group rooms', which are used well to provide a quiet focus away from the main lesson and, sometimes, during play- or dinner- times. In addition, pupils for whom English is an additional language are carefully placed with pupils who work at the same

mathematical level and who will be helpful in providing extra peer support; for example, a pupil in Year 5 works with higher attaining pupils to provide the correct amount of mathematical challenge for his needs. The needs of potentially higher attaining pupils are fully met through the careful planning of activities for existing groups within the class.

119. Relationships are strong and teachers manage pupils' behaviour well, overall. Consequently, pupils are generally confident learners who are able to work at a good rate. Management is very good in Years 1 and 2 because pupils in these classes have benefited from spending a higher proportion of their school lives in a purposeful and calm working environment. The attitudes of some of the older pupils, especially in Years 4 and 5, are sometimes mildly challenging and work habits less in line with the expectations of the school than those of their younger peers. For example, pupils in Year 4 talk while the teacher is instructing; a small minority of pupils in Year 5 are surly and show through their body language their disinterest in learning; and some pupils in the Year 5/6 class changed the computer program to ensure that the tasks they had to complete were easier than those set by the teacher. By contrast, pupils in Year 6 worked fully with their teacher to ensure that their lesson on finding fractions of whole numbers was successful.

120. Teachers use the results of continuing assessment effectively to ensure that activities match pupils' developing needs and build logically on what has gone before. This ensures that pupils' interest is maintained at good levels, overall. In those lessons where teachers have devised tasks that appeal to pupils because they are phrased in language and set in contexts that are relevant to them, such as the questions in a Year 5 lesson that referred to Britney Spears concerts, nearly all pupils work with a will and sustain very good levels of concentration. The use of homework to reinforce and extend pupils' learning is sound.

121. There have been significant improvements in this subject since the last inspection. The improvements in teaching and learning are brought about by the good way that the school has implemented the national guidance appropriate for mixed-age classes and significant improvements in the gathering and use of assessment information. Assessment procedures are very comprehensive and are used well to modify provision; to group pupils according to their needs, (including those who need extra support); to set end-of-year targets for attainment for individuals and groups of pupils and, recently, to track the progress being made by individuals. The co-ordinator, who leads and manages the subject very well, intends to introduce the setting of personal targets in the near future, which would benefit from being closely linked to the improvements necessary in teachers' marking of pupils' work. While satisfactory, overall, marking rarely tells pupils how they can improve their work or sets targets for improvement. The co-ordinator has a thorough grasp of the levels of attainment, as evidenced through annual testing, and is well aware of the immediate priorities for development, including improving the ways that the development of pupils' numeracy skills is assured in other subjects, together with the increased planned use of pupils' oracy skills and ICT competences in mathematics lessons. The co-ordinator has monitored the quality of teaching in some classes, while all classes have been seen by the headteacher, whose evaluations are rigorous and identify very suitable areas for development. Resources are adequate.

122. The school has diligently and successfully addressed almost all of the weaknesses identified in the previous inspection report with the result that standards have risen and are likely to rise still further. The targets identified for further development are very suitable and the school is very well placed to sustain the progress made over the past two years.

SCIENCE

123. Results of the national tests in summer 2001 show that standards were below the national average. They were above the average, however, for schools with a similar number of pupils known to be eligible for free school meals. Although 98 per cent of pupils, (all who took the test), achieved the expected standard (Level 4), which, as a percentage, was well above the national average, the number achieving the higher level (Level 5) was well below the national average. This is the reason why standards overall were below average. Nevertheless, pupils achieve well in relation to their prior attainment.

124. Inspection evidence shows that the weakness lies in scientific enquiry because the skills required in this area of pupils' learning have not been progressively developed. This, in large part, is due to a weakness in planning in the past, which led to the important skills of enquiry and investigation not being systematically developed, and to an unstable period in the leadership of the school. Over the past two years the school has made great strides in improving standards in science because of improved leadership, which has led to rigorous planning based on what pupils know and can do. As a result there has been a very significant improvement in standards since the last inspection in 1999. There is an increased emphasis on teaching the important skills of scientific enquiry, which are central to learning in the subject. This is likely to help to continue to improve standards so that by the end of Year 6, pupils will be able to conduct the whole process of independently planning and carrying out experiments to their conclusions. Another issue depressing standards is the below average pupil attendance rate.

125. Inspection findings are that the standards being attained by pupils in Year 2 are below those expected for their ages. Pupils enter the school with well below average attainment in communication skills and, by the end of Year 2, a significant number still experience problems when explaining their work and in making observations related to the task in hand. However, pupils achieve well and teacher assessments in 2001 show that, although the number attaining the national expectation was below average, it was above the average for similar schools.

126. Pupils continue to achieve good results in relation to their prior attainment in Years 3 to 6. Those currently in Year 6, however, attain standards that are below those found nationally for pupils of their age. Most pupils appreciate the feeding relationships between plants and animals in a habitat, describing them in scientific terms such as food chains, predator and prey. In their work on materials and their properties, pupils identify correctly various situations in which changes such as evaporation and condensation will occur. In work on physical processes, pupils build satisfactory circuits using batteries and other power supply and switches to make electrical devices function. By the end of Year 6, pupils use abstract ideas in a broadly satisfactory manner to describe known phenomena, for example, stationary objects revealing a balance of forces. Analysis of pupils' work shows that all aspects of the subject are given due attention and that the requirements of the National Curriculum are fully met. Pupils generally have a good understanding of life processes and living things because this aspect is well taught.

127. Girls did not achieve as well as boys in the most recent tests for pupils aged 11. Although some girls still do not readily offer to answer questions, there was no evidence during the inspection of a difference in the attainment of boys and girls. In most lessons, teachers ensure that groups are mixed, with girls and boys working together at all levels of attainment. In most effective lessons, teachers are careful to encourage all pupils to answer questions. However, this is not common practice, and teachers need to expect more in this respect, as a significant number of pupils do not readily volunteer to answer. Teachers often accept answers from those who are first to raise their hands and do not give pupils time to consider their answers.

128. The quality of teaching and learning seen in lessons was good overall. Of the eight lessons seen, teaching was very good in two, good in four and satisfactory in two. There was no significant difference between the teaching of different age groups. Teachers plan their lessons carefully in year group teams and prepare resources well, so that no teaching time is wasted. Learning objectives are shared with pupils so that they are aware of their own learning. Basic skills are taught well. For example, pupils are taught to use correct scientific vocabulary, the importance of making predictions before carrying out experiments in groups and the need for fair tests. Teachers have very good relationships with their pupils and most motivate them to work carefully and to offer to answer questions. Pupils in a very good Year 2 lesson, for example, were well motivated to investigate the difference between living organisms and things that have never lived. The quality and pace of learning were very good in this lesson because the teacher continued to challenge pupils' thinking as they worked. In consequence, by the end of the lesson nearly all pupils described correctly the differences between living and artificial plants and could discuss conditions for plant growth.

129. Learning support assistants (LSAs) are used well to support the learning of pupils with special educational needs, so that they make similar progress to that of other pupils in lessons. A measure of the success of support for these pupils is the number of these pupils achieving the national expectation at the end of Year 6. Higher attaining pupils are also being well provided for in teachers' planning, and are increasingly being challenged to conduct a series of observations independently, to choose apparatus for a range of purposes, planning its effective use, and to draw conclusions consistent with evidence. In many of the lessons seen there was a good balance between direct teaching and independent learning. A very good example of this balance was seen in a Year 6 lesson, where pupils were highly motivated when planning and carrying out a fair test to discover what conditions affect the pitch of sound. Teaching was very focused during the whole of the lesson, and, as a result, pupils were challenged to explain the reasons for their choices as their experiments developed.

130. In a number of lessons that are otherwise satisfactory, teachers do not challenge pupils rigorously enough at different levels as they work on tasks, and higher attaining pupils are not given enough opportunities for independent research or investigation. In lessons where pupils are challenged by the teaching, they behave very well, concentrate on what they are doing and work hard to overcome difficulties. These good attitudes make a significant contribution to pupils' learning. In lessons where pupils spend too much time sitting listening to the teacher rather than finding things out for themselves, a significant number lose interest because teachers' questioning does not challenge them to give explanations based on scientific knowledge and understanding.

131. Teachers expect work to be neatly presented, and the quality of their marking is generally good, with comments that challenge pupils to think about how their work can be improved. Opportunities for pupils to record their work, and the teaching of correct scientific vocabulary, mean that the subject makes an effective contribution to pupils' literacy skills. The development of pupils' numeracy skills is also well supported, as pupils measure temperature, mass and capacity, and record their findings graphically. There is an increasing use of ICT to support pupils' learning, but this is not yet consistent through the school.

132. The co-ordinator provides very good leadership and has been effective in raising standards in the subject. She has attended a leadership course as well as many science courses to improve her effectiveness and knowledge of the subject. The monitoring and evaluation of the quality of teaching and learning are very good. Consequently, she has a clear grasp of the strengths and areas for development in the subject, resulting in a clear action plan for future improvement. Pupils' understanding and knowledge is regularly tested,

and this information is well used by teachers to plan work for individual groups of pupils. 'Science Progress Books' are used effectively to measure pupils' progress and as revision exercises. When practical investigations are planned, increasing consideration is given to the needs of the higher attaining pupils. Resources are adequate for present needs but will need to be increased as standards continue to rise. The subject makes a good contribution to pupils' PSHE as they consider the effects of healthy eating and the importance of healthy exercise. The curriculum and pupils' social development are enhanced through visits to Bristol Museum where pupils take part in an 'Explore' programme with other schools, and by studying forces with local industries.

ART AND DESIGN

133. Few lessons were observed during the inspection and no lessons were seen in Year 6. Judgements are, therefore, based on discussions with teachers and on looking at the displays of pupils' work and their sketchbooks. The quality of work observed in classrooms and displayed around the school shows that standards are similar to those found in other schools in both Year 2 and Year 6 and that pupils throughout the school achieve well in relation to their prior attainment.

134. Continuity of experience and progression in the development of skills is a clear feature of work in art. Pupils focus on art for a block of time that enables them to gain confidence and progress well because they have several lessons a week or even in one day. Pupils develop sound skills in painting, drawing and in observational work, for example in drawings of leaves or other objects that are then used as part of a complex drawing, painting and printing activity. Pupils produce satisfactory work in many aspects of art including collage, drawing, painting, printing and the use of colour. Little three-dimensional work was seen but planning shows that pupils produce models related to work in art. During the inspection they were designing chairs for characters, such as Harry Potter, which they will make in future lessons. Although no clay work produced by pupils was seen there is other evidence that they have the appropriate skills in this medium, for example they make lamps for Diwali. The artist of the month during the inspection was Degas and pupils in all year groups could consider his work soundly and gain inspiration from it.

135. Younger pupils produce satisfactory illustrations of characters from stories and they also paint self-portraits. The 'Key Stage 1 Art Gallery' in the hall shows a reasonable range of pupil's work that it is colourful and original. Younger pupils talk sensibly about colours and lines and they use the work of famous artists as a sound basis for inspiration. In Year 2, the work of Arcimboldo inspired pupils to explore and use the patterns and shapes made by natural objects to produce their own patterns to be used in a subsequent collage.

136. Pupils in Years 3 and 4 were observed working on a "Take a Seat" project that developed sound skills in design and in drawing. Pupils also make large collage and portrait displays as part of work in history; for example, displays of Roman armour and a Tudor portrait gallery make a satisfactory contribution to developing their skills and interest in art. By the time they are in Years 5 and 6, pupils are competent in a range of styles and media. They produce effective chalk and charcoal drawings showing human figures. All pupils, including those with special educational needs, make good progress in practical tasks because of the quality of support they receive and because of the effective use of resources.

137. Pupils achieve well because creative work is closely related to other subjects, which effectively links words, ideas and practical activities. Pupils show great enthusiasm and a willingness to attempt a variety of activities in art as they progress through the school. They also talk about their work and relate it to other learning. The subject makes a valuable contribution to literacy because of this focus on descriptive language and vocabulary in

discussion. They are also given the opportunity to experiment and make mistakes; for example, in Years 3 and 4 some of their chairs would not be strong enough to support the characters that might use them. They use sketchbooks satisfactorily and there is a real emphasis on creativity, as well as on careful observation. They look carefully and then copy the techniques used, thus extending their own skills.

138. Teaching is satisfactory, overall. Work seen and lessons observed during the inspection show that teachers have a secure knowledge and understanding of the subject, which enables them to encourage pupils to achieve well. However, although they can describe them, not all teachers are skilful enough to be able to demonstrate or develop drawing and painting techniques. Art is planned thoroughly and in a way that meets the learning requirements of all pupils. Teachers manage pupils' behaviour well and have good expectations of application and standards. As a result, pupils try hard to do their best work and work willingly. Basic materials and equipment are readily accessible and a range of art books, posters and prints are available although some are rather small being post cards rather than poster size. All pupils contribute to displays and individuals proudly point out their work. Artwork is well mounted and displayed; because of this, pupils are encouraged to value all aspects of creativity. Some effective use of art related computer software was on display during the inspection. The subject makes a good contribution to all aspect of spiritual, moral, social and cultural development (SMSC), particularly when pupils collaborate on large and inspiring projects.

139. There has been a good level of improvement since the last inspection particularly in the introduction of satisfactory schemes of work and in planning the team based approach to the subject that ensures that pupils in mixed age classes are supported well. Assessment procedures for art have not been fully enough developed as yet.

DESIGN AND TECHNOLOGY

140. Pupils' attainment has improved since the last inspection and now meets nationally expected levels for pupils aged seven and eleven. Due to the school's timetabling arrangements, it was possible to observe only two lessons during the recent inspection. These lessons, together with discussions with teachers and pupil, and analysis of pupils' work and teachers' plans, indicate that the quality of teaching and learning is now good. All pupils, including those with SEN and those with EAL, make the same progress as other pupils in lessons.

141. Planning is based on national guidance and this ensures that statutory requirements are met. Design and technology is taught as a discrete subject and proper attention is paid to developing skills in lessons. However, to assure fully the systematic development of skills, the school has correctly identified the need for rigorous assessment procedures so that skills are developed year-on-year and individual pupils' development and needs can be tracked.

142. Pupils in Year 1 and 2 are taught to plan what they are going to do. As a result, they think ahead about their work and produce satisfactory models, pictures and words to explain their own designs. Teachers link the subject effectively to work in literacy, for example when pupils design and make puppets in repose to the class text. In their work on simple mechanisms, they make effective joints to allow their models to move. In both year groups,

pupils have access to a range of construction kits, which they use to build vehicles and other toys with moving parts. At appropriate times of the year, pupils in all classes are given time to design and make festive cards such as those for Christmas, Mothering Sunday and Diwali.

143. Finished products on display and photographic evidence show that teachers promote sound skills of designing, making and evaluating in lessons. The completed work is generally imaginative and gives satisfactory consideration to aesthetic concerns. Due consideration is given to food technology. Pupils in Year 1 and 2 consider healthy diets in their topic 'eat more fruit and vegetables.' In Year 3 and 4 they move on to designing and making healthy snacks, while pupils in Year 6 talk enthusiastically about their work in designing and making a variety of biscuits. Pupils in Year 3 and Year 4 were observed disassembling various packaging while they were being taught to recognise that a product's quality is dependent on construction and suitability for purpose. Planning shows that by the end of Year 6, pupils make sound use of a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible materials, and textiles. In the lessons seen, pupils' good behaviour and attitudes made a strong contribution to their learning.

144. Although some use is now being made of ICT to support this subject, its full potential has yet to be recognised. The subject is enhanced and pupils' experiences enriched, through working with designers in preparation for the local carnival and on structures with architects. Pupils also enter competitions, as, for, example, the K'nex Young Engineers for Britain' competition and work with other schools at the local secondary school. In this way the subject contributes well to pupils' social development and their sense of achievement.

GEOGRAPHY

145. Standards of attainment are in line with national expectations at the ages of seven and eleven and have improved since the last inspection where they were reported to be below expected levels for their age. During the inspection it was only possible to see two lessons, but additional information was gained by speaking with staff and a scrutiny of pupils' work and displays. Pupils achieve satisfactory standards in relation to their prior attainment but their progress is hindered by their lack of vocabulary and prior experience.

146. Infant pupils make sound suggestions about how to improve their environment by making a poster and a picture of things they would like to change. They learn about different places and countries in the world by accurately finding on a world map where Barnaby Bear and Filo visited. Younger junior pupils appreciate there are different weather conditions throughout the world and correctly identify hot, cold and temperature climate areas in the world. They make good use of holiday brochures to produce their own designer holidays. Older pupils develop multicultural awareness when they make satisfactory use of secondary sources to compare water treatment in Bristol and Ethiopia. They begin to realise how precious water is to mankind.

147. Pupils have positive attitudes towards their work in geography. They appreciate the opportunities provided for them including using secondary sources to find information, but there are limited visits planned to support their learning and to give them experiences at first hand. Pupils are interested in the subject and most behave well, but many lack confidence and have limited geographical vocabulary when answering questions.

148. The quality of teaching in the two lessons observed, one in Year 3 and the other in Year 6, is never less than satisfactory and sometimes good. Teachers have sound subject knowledge and use good strategies including resources to capture pupils' imagination. This has a positive impact on pupils' learning, including those with SEN and EAL. Provision has improved since the last inspection due to the introduction of a satisfactory new scheme of

work to help teachers plan their work more effectively. The co-ordinator has, appropriately, identified the need to build up resources further and to develop assessment procedures to support pupils' learning.

149. Currently, pupils' literacy skills are not used effectively by encouraging extending writing activities and insufficient use is made of the potential of ICT, which has an adverse effect on pupils' learning.

HISTORY

150. Few lessons were observed during the inspection and none in Year 6 because of the timing of the inspection. The subject is blocked within the timetable to ensure that pupils are able to consolidate their knowledge. However, history topics had been completed in previous weeks by some classes. Judgements are, therefore, made on the basis of lessons seen, an analysis of pupils' work and teachers' plans and records and talking to teachers.

151. Standards at age seven are below those expected of pupils of similar age nationally because pupils are held back by their low literacy skills. However achievement is good throughout the school and the standards of Year 6 pupils are similar to the national expectations.

152. The process of understanding change over time begins with the sequencing of simple stories and continues with study of some aspects of life in the past through a focus on significant people, such as Florence Nightingale and Isambard Kingdom Brunel. The focus on Brunel is particularly successful because pupils visit engineering works that are real examples of his work, such as the Clifton suspension bridge. The work of pupils in Years 1 and 2 shows that most pupils have a secure understanding that life in the past was different. They make elementary comparisons between new and old toys to begin to understand change over time. The higher attaining pupils are aware of the different materials and designs used and most pupils make reasonable observations, for example, that new teddy bears have different snouts than older ones and may be stuffed with straw. Lower attaining pupils find it difficult to go beyond an understanding that toys might be dirty or damaged. Pupils also understand the idea of a family tree but few understand how historians might find out about the past. It is clear that pupils are being introduced to a sufficient variety of sources of evidence and they are handling objects that help them to more directly experience life in the past. However, their literacy skills are poor and many of them find it difficult to express their ideas clearly.

153. Pupils' work in Years 3 to 6 is more nearly at the levels expected of their age with the best work being well presented and illustrated. Work on the Tudors show that pupils understand the importance of portraits as evidence and that they have a sound amount of factual knowledge of the key people of that period. The higher attaining pupils use factual information from inventories to reach sound conclusions about the differences between the lives of the poor and the comparatively rich people, like the yeoman farmers. All pupils understand that Tudor houses and clothes were different from those built now but most pupils are not clear about different sources of evidence. However, a lower attaining pupil in Year 5 was able to understand that a trencher made out of bread might actually be better than a plate because it soaked up the gravy well. Pupils in Year 6 show a secure level of understanding of the role of key figures of past centuries and of how historians find out about the past.

154. Learning is well managed. For example, pupils learned well when they were given the opportunity to make deductions about the past by looking at evidence and the use of Tudor inventories is particularly effective. In the lessons observed in Years 2 to 5, it was clear that the subject is taught in a way that is fully inclusive and ensures that pupils make progress at a rate that matches their capabilities. Pupils with SEN make good progress and talk sensibly about what they know about life in the past. Their needs are well catered for by their teachers and they work effectively in groups with their peers. Pupils are also encouraged to be active learners rather than passive listeners. A lesson in Year 4 was an enjoyable and memorable occasion because of the use of a variety of suitable books about the Egyptians that were used as a stimulus for group based research tasks. This promoted very good learning because pupils were engaged in collaborative research, as part of a critical skills programme fostered by the EAZ. However the school library is not often used to promote independent research in this way, partly because of its limited stock.

155. The quality of teaching as observed in lessons is good, overall. Pupils' work on display and in their books indicates that teaching is also good over time, especially in Years 3 to 6. Individual teachers are knowledgeable and enthusiastic about the subject and they are developing a skills based approach to teaching in the junior classes. Their planning is detailed and their management of pupils is good. This results in tasks that are well matched to pupils' individual needs and ensures that all, including those with SEN and those with EAL, achieve well in relation to their prior attainment. Consequently, pupils enjoy the study of history and benefit from a variety of visits for example to the SS Great Britain and to Blaise Castle for role-play activities. Because of the good range of activities, history contributes well to the spiritual, moral, social and cultural development of pupils. Resources are satisfactory and teachers make good use of the library loans services.

156. There has been a good level of improvement since the last inspection in planning for the subject and in the monitoring and evaluation of the quality of teaching, both of which are now good. Teachers assess pupils' understanding by questioning and marking their work but a formal system of assessment has not yet been introduced. Links with other subjects, such as art, are good but the subject is not used sufficiently for developing skills in extended writing. The use of ICT to enhance work in the subject is being developed but at present pupils do not have enough opportunities for independent research. However, it does make a valuable contribution to the development of speaking and listening and reading skills.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

157. The development of ICT has been a major focus for the school since the last inspection when standards achieved by pupils were below national expectations at age seven and eleven, and teaching was unsatisfactory. The school was not then meeting statutory requirements for the subject and progress in learning was unsatisfactory.

158. Since then, the school has wisely provided further training for the co-ordinator who has expertise in the subject. She gives good advice and training to staff, and has developed a well-resourced computer suite. A learning support assistant with expertise in the subject has also been appointed, and she gives very good support to teachers and pupils in lessons. These initiatives, together with the adoption of a good published scheme of work linked to national guidelines for the teaching of ICT, are having a positive impact on standards and appropriate skills are now being taught in all year groups, which results in good levels of achievement for all pupils, including those with SEN and those with EAL.

159. Attainment levels are in line with those expected for pupils aged seven. Pupils in Years 5 and 6, although making good progress in their learning, have not yet had time to experience all the elements of the curriculum, and standards are below those expected

nationally for pupils of their age. The modelling and control strands are weaker than others, but teachers are receiving training to increase their understanding of this area of the curriculum. The school has identified the need to make greater use of the facilities now available throughout the school day, so that ICT can be used more fully as a tool for learning in all subjects of the curriculum.

160. The quality of teaching and learning was invariably good in the six lessons seen. Teachers plan effectively and evaluate their lessons well so as to identify any areas that need to be considered in the next lessons. Explanations are clear and, consequently, pupils, including those with SEN and those with English as an additional language, are fully included in lessons and know what they are to do. In lessons, pupils' enthusiasm, their good behaviour and willingness to discuss their work, made a very positive contribution to their learning. Pupils in Year 1 and 2 make good progress in learning to save, retrieve and print their work. Although not many pupils have experience of computers outside the school, they readily describe what they have been doing in school. During the inspection, two good lessons were seen where pupils in this age group were being taught well how to open a paint program and to use the spray-can tool to create an effect. Particular strengths of these lessons were the way teachers and support assistants encouraged pupils to help each other, and the effectiveness with which adults intervened as pupils worked. As a result, good learning ensued in both lessons.

161. By the end of Year 6, pupils have been taught how to enter text and manipulate it satisfactorily by changing font, size, style and colour. In a lesson seen, Year 5 and Year 6 pupils were being taught to use a multimedia-authoring program to organise, refine and present images, sound and text on a multimedia page. By the end of the lesson, because of the quality of teaching and their own good attitudes, most were effectively combining pictures with text, and confidently composing and editing their work on screen. Displays of pupils' work in the use of digital cameras are imaginative and show the pride they take in their work. Planning and pupils' work shows that, by the age of 11, pupils are able to use LOGO, a control program, to draw two dimensional shapes on the screen including squares, rectangles and triangles and use 'repeat' to shortcut strings of instructions. They confidently access information using CD-ROMS. The school's planning also shows that by the time they leave the school at the end of Year 6, pupils will have been taught to exchange information and ideas with others in different ways, including e-mail, or control events in a predetermined way and to sense physical data using ICT systems.

162. Data handling skills are being suitably developed across the school. By the end of Year 6, pupils confidently use the formula bar to enter data. Year 6 pupils, for example, plot points for simple graphs following science investigations, and use them in interpreting patterns and trends in data. This is making a positive contribution to pupils' knowledge and understanding of data handling in mathematics and science.

163. The evaluation of what has been needed to move the subject forward has been very good and has resulted in improved provision and improving standards. Pupils have now been assigned their own folders so that teachers can use this information to assess pupils' work and to provide extra support where necessary; this is satisfactory. The school will also use the local education authority's (LEA) assessment pack when it is published, which will help to assure further the systematic development of skills as pupils move through the school. Teachers ensure that all pupils, including those with SEN and those with EAL, have equal access to computers and the higher attaining pupils are used well to help those who are less confident. The local group of schools shares technicians to ensure that computers are kept in good repair and that no learning time is wasted. Funds, such as those provided for staff and community training, are efficiently used. The school is now well placed to continue to raise standards and to make increasing use of ICT to support the other subjects of the curriculum.

MUSIC

164. The rate of improvement in this subject since the last inspection has been good. All pupils, including those who are potentially higher attaining, those with SEN and those with EAL, achieve good standards in relation to their prior attainment throughout the school as the benefits of the recently adopted commercial scheme of work begin to be apparent. In both Year 2 and Year 6, standards, overall, are close to those expected nationally of pupils of their respective ages.

165. Year 2 pupils listen well and discriminate accurately between sounds of high or low pitch. They respond sensitively through movement to the mood of various well-chosen pieces of recorded music with higher attaining pupils following the pulse and rhythm accurately. In assemblies, they sing accurately, giving satisfactory attention to pitch, tempo and rhythm. By Year 6, pupils explore a satisfactory variety of ways to produce sounds, which makes good links with science work. They give good attention to replicating the timbre of sounds through their careful choice of a good range of suitable materials when producing 'tactile' scores. Pupils evaluate their own work in simple terms and it is in this sort of activity that their lack of vocabulary and prior experiences are most evident. For example, they are not able to evaluate their work beyond saying that they "rub" or "hit" the materials to produce sound; they are unable to provide rich explanations or to use vivid language. In assemblies and, for some, in choir practices, they sing whole-heartedly with good attention to pitch, tempo, rhythm and timbre. A crucial aspect of their singing is the good attention they give to posture and breathing techniques.

166. The quality of teaching and learning by the permanent staff of the school is good. Particularly strong throughout the school is the way teachers manage pupils' behaviour, which ensures that good order is maintained and that pupils are able to benefit from the good quality teaching. Planning is thorough and is suitably derived from the recently adopted commercial scheme of work. Teachers have good subject knowledge in Years 1 and 2 and, as a result, the basic skills are identified and taught well. In these classes, activities are frequently stimulating and involve pupils in learning actively. A good example is the lesson on pitch in the Year 1 and 2 class, during which pupils were required to move in pairs to represent the high or low pitch of the music that was played to them. They responded very well, concentrating and participating very well. Subject knowledge is satisfactory in Years 3 to 6, where basic skills are taught satisfactorily. In these classes, teachers sometimes do not engage their pupils fully and adopt strategies that require too much passive listening and too little chance to contribute or perform themselves. As a result, pupils make better progress in lessons in Years 1 and 2.

167. However, the school receives exceptional input from visiting musicians, arranged through the Education Action Zone and through an organisation called 'Multi-A', which is an arts-based education programme. These include representatives of the English Chamber Orchestra and visiting African drummers and dancers, both of whom work each week with pupils from Years 3 to 6. Their outstanding understanding of the subject and infectious enthusiasm has a substantial impact on pupils' musical development as well as their personal, social and cultural development and greatly enhances the curriculum.

168. Regular choir practices make a very good contribution to pupils' learning. The choir is popular with about 35 pupils attending regularly and attends many functions, for example, in the Colston Hall and the Cathedral, as well as providing a very good lead to the singing in assemblies. There are a small number of other clubs, including one run by the English Chamber Orchestra members that will lead to a performance with other schools in the City.

169. The commercial scheme contains assessment opportunities that are broadly satisfactory in providing a record of what pupils will have experienced. The school is aware of the need to improve assessment procedures so that it becomes possible to track the achievements of individual pupils and to provide further work that matches their needs more closely than is currently the case.

PHYSICAL EDUCATION

170. Standards of attainment and achievement in physical education are above the national expectations throughout the school. Standards have improved since the last inspection where attainment was reported to be in line with the standards expected nationally for younger pupils, but above expectations for older pupils.

171. High priority is given to the provision of physical education; the school is involved with many sponsorships and national initiatives to provide a wealth of professional talent to support pupils' learning and raise the profile of physical education throughout the school. During the inspection week these included a specialist teaching African dance, a qualified gymnastics coach and a professional footballer, all of whom gave expert tuition to both teachers and pupils, which supported their learning very effectively. Pupils aged seven to eleven have the opportunity to regularly attend swimming lessons at the local swimming pool, where the majority of pupils can swim at least 25 metres by the end of Year 6. The school provides an extensive range of games, including football, tennis and tag rugby, during which pupils' skills are developed well both in school time and through a good range of extra-curricular activities.

172. Younger pupils know the importance of warm up at the beginning of lessons and the effect of exercise on the human body. They are very aware of safety and the necessity to respond to commands and to wear appropriate clothing for physical exercise. During inspection Year 2 pupils demonstrated a very high standard of sequenced movements on gymnastic apparatus. Most showed refined control and co-ordination with good starting and finishing positions and were effectively using the rhythm of music in their performances. Older pupils increase their dance and gymnastic skills well with Year 4 pupils showed a good sense of rhythm; they planned and refined linking movements interpreting African music. By Year 6 pupils show good skills passing and controlling a football and boys and girls mixed well together.

173. Most pupils participate enthusiastically, work hard and enjoy their physical education lessons. Pupils with SEN and English as an additional language are given good help and plenty of encouragement to participate fully in lessons. Pupils respond quickly to their teachers and coaches' instructions, and persevere well to refine and develop movements and skills. Most work effectively together, behave well and encourage each other, but a small amount of silly immature behaviour was seen in a Year 4 lesson.

174. The quality of teaching is good, overall, with a significant amount of very good or excellent teaching, which is an improvement since the last inspection. Teachers plan lessons well with clear learning objectives based on a comprehensive scheme of work, which has a positive impact on pupils' learning. Pupils make very good progress as a result of regular coaching opportunities. Pupils' learning is enhanced by teachers' confidence, good subject knowledge and good teaching of basic skills. In many lessons teachers intervene appropriately and use demonstration well to draw attention to particularly good work as a form of ongoing evaluation and assessment.

175. Good use is made of the two halls, extensive grounds and good resources to support pupils' learning. There is an extensive range of extra-curricular activities to develop pupils' skills. The school is aware of the need to improve assessment procedures so that they can be used more effectively in the future to develop pupils' learning fully. Pupils' personal and social development is very effectively enhanced through the subject.

RELIGIOUS EDUCATION

176. Pupils, including those with SEN and EAL, achieve good results in relation to their prior attainment. They attain the standards expected in relation to the local Agreed Syllabus for Religious Education, both by the time they are seven years of age and when they leave the school at the age of 11. Standards have significantly risen since the last inspection where they were reported to be below the required standard.

177. Younger pupils develop a sound awareness of Christianity and the Old Testament through the stories they hear, such as those of the Good Shepherd and Moses. They learn about a reasonable range of Christian festivals and begin to understand the customs and celebrations in world religions by comparing Hanukkah, the Jewish festival of light, with Christian festivals. Good links are beginning to be established with literacy by producing a floor book where pupils briefly write why items are special to them. Pupils learn to handle special things carefully, such as the Bible and their own Torah scroll. Pupils aged seven to eleven have a secure grasp of the significance of symbols in Christianity, Hinduism and Islam. They have good opportunities to handle artefacts and visit the Hindu temple and local churches to support their learning. In assemblies and lessons, pupils are beginning to develop a satisfactory understanding of relationships and to explore their own feelings. This was well demonstrated during inspection where Year 3 and 4 pupils were dramatising the story of the Good Samaritan and older pupils produced a mural effectively using art to demonstrate what change means to them.

178. The quality of teaching is good overall with one very good lesson during inspection. Teachers plan their lessons effectively and have good subject knowledge of Christian and world religions. They have a sensitive approach and value pupils' contributions giving first hand experiences such as role-play to support pupils' learning. Teachers manage pupils well and have high expectations of work and behaviour. They encourage them to show respect for other peoples' feelings. As a result, most pupils have positive attitudes towards religious education lessons and behave well. They are interested in the stories they hear and show genuine concern as, for example, when they expressed their feelings after the collapse of the World Trade Centre in New York on 11th September. However, many pupils find difficulty expressing themselves clearly because of their limited vocabulary, but are eager to contribute to discussions. They treat books and artefacts with respect and work collaboratively when asked.

179. Religious education makes a very positive contribution to pupils' spiritual, moral, social and cultural development. All weaknesses identified in the last report have been fully addressed. The school has appropriately identified the need to develop further the use of ICT and research opportunities and develop assessment procedures to support pupils' learning.