

INSPECTION REPORT

HENLEAZE INFANT SCHOOL

Bristol

LEA area: Bristol

Unique reference number: 108934

Headteacher: Mrs Pat Jones

Lead inspector: Mr Alan Fullwood

Dates of inspection: 16th – 18th September 2003

Inspection number: 256392

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
Number on roll:	269
School address:	Park Grove Henleaze Bristol
Postcode:	BS9 4LG
Telephone number:	0117 3772442
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Russell-Smith
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

The school is in the Henleaze district of Bristol and shares its site with Henleaze Junior and Claremont Special School. It has 269 pupils in 9 classes and is a larger than average infant school. The socio-economic context of the school is above average. Two hundred and forty nine pupils are of white ethnic origin and 20 are from a range of other ethnic origins, which is above the national average. No pupils are at an early stage in the acquisition of English. Fourteen pupils have special educational needs, including two pupils who have statements of special educational need. Pupils' attainment on entry is wide-ranging but above average overall. The school has received two School Achievement Awards in 2000 and 2003 for the standards its pupils achieved in national tests at the end of Year 2. It also received the Bristol Standard Award for Early Years Self-Evaluation in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr Alan Fullwood	<i>Lead inspector</i>	Science, information and communication technology, music, physical education
9405	Mrs Jo Philbey	<i>Lay inspector</i>	
26519	Mrs Margaret Hatfield	<i>Team inspector</i>	Foundation Stage, mathematics, geography, history, religious education, English as an additional language
12594	Mrs Marina Jeavons	<i>Team inspector</i>	Special educational needs, English, art and design, design and technology, personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Henleaze Infant School provides a **good** standard of education. Leadership and management are **good**, teaching and the curriculum are **good** and the school gives **good** value for money.

The school's main strengths and weaknesses are:

- Pupils' achieve well in reaching well above average standards in English and mathematics and above average standards in most other National Curriculum subjects and religious education.
- Provision for children in the Foundation Stage is very good.
- Pupils' attitudes, behaviour and relationships are good.
- Provision for pupils' moral and social education is good and very good provision is made for their cultural development.
- The quality of education is good.
- Provision for pupils with special education need (SEN) is very good.
- Insufficient advice is given to pupils about how they could improve their performance in physical education.
- Pupils' care, support and guidance and seeking pupils' views are very good.
- Insufficient use is made of information and communication technology (ICT) across the curriculum.
- Links with parents and other schools are very good and links with the community are good.
- Communication with parents, particularly those in full time work, about the reasons for the school's long induction period for children starting school need improvement.
- Criteria for identifying gifted and talented pupils are set too high.

Improvement since the last inspection is **good**. As a result of the very good leadership of the headteacher and good management by all staff, standards are generally good or very good and pupils' achieve well. Established and effective systems are in place for monitoring the work of the school. The provision made for children in the Foundation Stage has improved significantly. The school's ethos for learning is very good. Continuous improvement and well-managed change has ensured that pupils are more independent and involved in the planning of their work and the running of the school. Staff work very well as a team and have a shared commitment in providing a good education for the pupils. The school is well placed to continue its improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
Reading	A	A	A	A
Writing	A	A	A	A
Mathematics	A	A	A*	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those with similar percentages of pupils eligible for free school meals

The achievement of pupils is **good**. In 2002 standards in reading and writing in national tests at the end of Year 2 were **well above national averages** in comparison with all and similar schools. Standards in mathematics were **in the top 5 per cent nationally** in comparison with all schools and well above average in comparison with similar schools. Results in 2003 show a similar picture. Inspection evidence indicates that in reading, writing and mathematics pupils' achievement is **good**

and standards are **well above average**. In science, ICT, art and design, geography, history, design and technology and religious education pupils' achievement is **good** and standards are **above average**. Standards in physical education are **satisfactory** and pupils are **achieving as well as they should**.

Children's attainment on entry to the school, although wide ranging, is **above average**. Inspection evidence indicates that most children's attainment at the end of the Foundation Stage **exceeds** the Early Learning Goals in all areas of learning and that they **achieve well** in relation to their attainment on entry to the school.

Pupils' attitudes to school are **good** and they generally **behave well**. The provision for pupils' personal development is **good**. The provision for spiritual development is **satisfactory**. It is **good** for moral and social development and **very good** for cultural development. Attendance is **good**.

QUALITY OF EDUCATION

The school provides a **good** quality of education. **The quality of teaching and learning is good overall**. Teaching in the Foundation Stage is **consistently good or better and this enables children to make at least good progress and to achieve well**. In Years 1 and 2, teaching is **good** in English, mathematics, science and ICT. This is reflected in pupils of different abilities **learning and achieving well**. Pupils with SEN, those from other ethnic backgrounds and those with English as a second language, are supported well by teachers and learning support assistants and **achieve very well**. In other National Curriculum subjects and religious education only a small number of lessons were observed. Therefore, no secure judgements can be made about the overall quality of teaching in these subjects. However, teaching was **good** in each of the lessons seen. In all subjects, **good** assessment procedures are in place and these are **used well** in matching work to pupils' individual needs and this enables them to make good progress.

The quality and range of curriculum opportunities for pupils is **good**. There is a good range of events and visits and a variety of visitors that enrich pupils' learning outside of classes and increase their enjoyment of school. A shortcoming in the curriculum is in the opportunities given to pupils to apply ICT skills across the curriculum. The accommodation and learning resources are **good**, except in the Foundation Stage, where they are **very good**. The care, guidance and support given to pupils is **very good** and ensures that they feel well supported and know who to turn to when they experience problems.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. Governance is **good**. The leadership of the headteacher is **very good**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are **very good**. **Parents** are particularly pleased with the good teaching their children receive and how pupils enjoy coming to school because learning is made fun through a good range of learning activities. They feel that the school is led and managed well. Pupils' views of the school are **good**. They feel supported well when they need help and know that they are expected to work hard.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Give more advice to pupils about how they could improve their performance in physical education
- Make greater use of pupils' ICT skills across the curriculum.
- Improve communication with parents, particularly those in full time work, about the reasons for the school's long induction period for children starting school.
- Review the criteria for identifying pupils who are gifted and talented.

Developing the use of pupils' information and technology skills across the curriculum has already been identified as a target for improvement in the school improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

In English and mathematics pupils' achievement is **good** and standards are **well above average**. In science, information and communication technology, art and design, geography, history, design and technology and religious education, pupils' achievement is **good** and standards are **above average**. Standards in physical education are **satisfactory** and pupils achieve **as well as they should**. There was insufficient evidence to make a secure judgement about pupils' attainment in music.

Main strengths and weaknesses:

- Improving standards in English, mathematics and science over the last four years due to increasing numbers of pupils attaining the higher National Curriculum Level 3 grade.
- Pupils achieve well in most National Curriculum subjects and religious education.
- Many children in the Foundation Stage achieve well in exceeding the Early Learning Goals in all areas of learning.
- Not enough advice is given to pupils about how they could improve their performance in physical education.
- Pupils do not make sufficient use of their information and communication technology (ICT) skills in subjects other than English.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	18.4 (17.2)	15.8 (15.7)
writing	16.6 (16.0)	14.4 (14.3)
mathematics	19.0 (17.3)	16.5 (16.2)

There were 91 pupils in the year group. Figures in brackets are for the previous year

1. Children's attainment on entry to the school, although wide ranging, is above average. Most children's attainment at the end of the Foundation Stage exceeds the Early Learning Goals in all areas of learning and their achievement is good, particularly in the important areas of communication, language, and literacy, mathematical development, and personal, social and emotional skills. This is due to the overall good teaching that children receive, the very good use made of assessment information to match work to their individual needs and the good leadership and management of the Foundation Stage co-ordinator.

2. The results of national tests in reading, writing and mathematics for pupils at the end of Year 2, although varying slightly from year to year, have improved since the time of the last inspection. This is mainly due to the increased numbers of pupils achieving the higher National Curriculum Level 3, as nearly all pupils achieve a Level 2, including those identified as having special educational needs. Standards in 2002 were well above national averages, in comparison with all schools, in reading and writing and in the top 5 per cent nationally in mathematics. In comparison with similar schools, based on the percentage of pupils eligible for free school meals, they were well above average. Teacher assessment indicated that standards in science were above average. Results in 2003 are similar to last year and indicate, although national comparative data is not available as yet, that pupils' attainment remains well above average. However, a smaller but still

Significant percentage of pupils achieved Level 3 in mathematics. Inspection evidence from talking to pupils, reviewing their past work, observing lessons and talking to teachers, indicates that pupils currently are on track to achieve similar standards by the end of Year 2. Pupils achieve well due to the good quality of teaching they receive and the high expectations of teachers who successfully challenge pupils of all abilities to work hard and give of their best.

3. Pupils' standards of speaking and listening are good. Pupils take an active part in discussions and enjoy drama sessions. They express themselves clearly and with confidence and make use of a wide vocabulary when talking about their work.

4. As a result of increased resources in information and communication technology (ICT) and staff training, pupils' standards of attainment are good. Pupils' achievement is also good. This is an improvement since the time of the last inspection. Pupils are confident when using computers and operating programs. They show good co-ordination when using the 'mouse' or keyboard. There is limited evidence of pupils applying their ICT skills across the curriculum but provision is improving due to a school focus on this aspect of learning.

5. In art and design, geography, history, design and technology and religious education, pupils' standards of attainment are above expectations and their achievement good. In physical education, standards of attainment are in line with expectations and pupils achieve satisfactorily. However, they are not always shown how to improve their performance and the quality of their work by teachers' use of simple coaching points. No secure judgement can be made of pupils' standards in music, as it was not possible to observe enough music lessons.

6. Pupils with special educational needs (SEN) receive good support and as a result make very good progress in relation to their prior attainment and often attain expected standards by the end of Year 2.

Pupils' attitudes, values and other personal qualities

7. Pupils' attitudes to school are generally **good** and most pupils **behave well** in lessons. Attendance is **good** and punctuality **very good**. The provision for pupils' personal development is **good**. Provision for spiritual development is **satisfactory**, for moral and social development it is **good**, and for cultural development is **very good**.

Main strengths and weaknesses:

- Pupils' attendance is good and punctuality very good.
- Most pupils have good attitudes and behaviour.
- The quality of relationships between pupils is very good.
- The provision for the moral, social and cultural development of pupils is good overall.
- There are occasions when some pupils lack concentration and ignore their teacher's requests.

Commentary

8. Most pupils understand that good behaviour is expected of them; good work and behaviour are rewarded as a matter of policy. There are occasional incidents of poor behaviour when some pupils become inattentive and noisy, particularly when teaching fails to capture and hold their interest. Whilst most pupils behave well when moving about the school, some pupils find it difficult to walk quietly along the corridors during lessons, despite their teacher's requests. Pupils report that bullying rarely occurs at their school and that teachers react quickly if an incident is reported. Pupils have a clear sense of responsibility and when given tasks carry them out diligently. Children in the Foundation Stage behave very well and have positive attitudes to their learning.

9. The school's provision for spiritual development is satisfactory. It is promoted through the school's Christian ethos, which is evident in its assemblies that are planned well to weekly themes. On inspection week pupils were asked to reflect on the joy of friendship and this is a good example of the school's provision for developing pupils' spiritual, moral and social and cultural development. Regular contact with the children of Claremont Special School enables pupils a unique opportunity to understand, and be sensitive to the emotions of children with disabilities. Spiritual development is further promoted through subjects, such as music. The school's sensory garden gives pupils the opportunity to observe the wonders of a natural environment.

10. There is good provision for pupil's moral and social development. Pupils develop their own class rules. Teachers give a very clear understanding of the difference between right and wrong. An example of this was seen during inspection week when a teacher, not happy with pupil's immature behaviour in physical education, returned them to the classroom, much to their dismay. 'Circle times' are used well to encourage pupils to relate to one another positively. The very good relationships promoted throughout the school encourage pupils to work and live harmoniously together. Pupils play happily together in the playground. They enjoy working in groups and pairs and co-operate well.

11. There is a strong emphasis on pupils' cultural development. Pupils are helped to appreciate a wide range of cultures through topics and visitors to the school. There are some splendid displays throughout the school featuring life in India and Japan. The school makes good use of the Bwerani Library to borrow books and artefacts. Pupils study their own culture through theatre visits, songs and productions. Maypole dancing is taught and displayed.

12. The table below shows the attendance figures for the school. The school has very good procedures for monitoring attendance, absence and punctuality. Whilst attendance is good, the withdrawal of children by some parents for holidays in term time affects attendance rates, and remains a problem for the school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.0
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – African
Black or Black British – any other Black background
Chinese

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
248	0	0
1	0	0
10	0	0
3	0	0
1	0	0
1	0	0
2	0	0
1	0	0
1	0	0
1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

13. The school provides a **good** quality of education. Teaching and learning are **good**. The curriculum is **good**. Links with parents and other schools are **very good** and there are **good** links with the community. Pupils' care, guidance and support is **very good** and staffing, accommodation and resources **good**. There are shortcomings in the use of ICT across the curriculum and in teachers' use of coaching points to improve pupils' performance in physical education.

Teaching and learning

14. Teaching is **good** overall. No unsatisfactory teaching was seen. In Years 1 and 2 teaching is **good** in English, mathematics, science and ICT. Teaching in the Foundation Stage is consistently **good or very good**. The quality of assessment of pupils' work is **good**. Pupils' good achievement is largely due to good teaching that includes the effective use of assessment information to match work their individual needs.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0(0%)	6(14%)	23(55%)	13(31%)	0(0%)	0(0%)	0(0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Main strengths and weaknesses:

- Good relationships between teachers and pupils.
- High expectations of what pupils could achieve.
- Good planning for pupils of all abilities.
- Teachers' knowledge, understanding and skills used to stimulate pupils' interest and challenge their thinking.
- Inconsistent expectations of high standards of behaviour.
- Good marking with supportive and encouraging comments and asking questions to challenge pupils' thinking.
- The use of time and the pace in some lessons although satisfactory, could be improved.
- Teachers make good use of a range of resources to interest and motivate pupils in their learning.

Commentary

15. The strengths in the teaching significantly outweigh the areas for improvement. The headteacher, senior staff and subject co-ordinators effectively monitor the quality of teaching and learning and are well aware of what needs to be done to raise the overall quality of teaching.

16. In the Reception classes, the quality of teaching is consistently good and sometimes very good. Adults provide good role models and quickly establish routines and good relationships, which contribute very well to children's very positive attitudes and confidence. There is a very good balance of adult directed activities and those that allow the children to make choices and decisions for themselves. Strategies for teaching reading and writing skills successfully capture children's interest and motivation and their learning of these skills is good. Assessments are used well to guide the planning of activities. Staff manage children well although occasionally the unsociable behaviour of a few children is distracting. Teachers and nursery nurses work well as a team and ensure that pupils make good progress in their learning.

17. In Years 1 and 2, the quality of teaching is good and varies from very good to satisfactory. Teachers have a good knowledge and understanding of the National Curriculum and plan well to meet pupils' individual needs by making good use of their ongoing assessments of pupils' progress.

This is an improvement since the time of the last inspection. Good use is made of questioning to make pupils think for themselves, such as observed in a Year 1 science lesson about forces when pupils were asked "What words can you think of to describe what you are doing?" Pupils are successfully involved in taking responsibility for their own learning by teachers telling them what it is they are to have learned by the end of lesson and evaluating how successfully the learning intentions have been met. Where teaching and learning is good or better, teachers effectively maintain pupils' interest and involvement through the use of a variety of activities and resources or by adapting their planning to meet pupils' particular needs at a given moment in time. This was observed in a Year 2 class where the teacher, finding the pupils unusually restless and lacking concentration after enjoying energetic play during lunchtime on a very hot day, abandoned the planned group activities and taught the class as a whole, using the extension activity she had prepared for the end of the lesson. In this way the pace of the lesson improved and pupils' learning was good. Although the criteria for identifying gifted and talented pupils is too high, the provision made for more able pupils is good and they are successfully challenged in lessons and achieve well.

18. Where teaching is satisfactory, two elements that generally prevent them from being good are insufficient challenge in the activities provided to maintain the full interest of the pupils or the pace of lessons is slowed by teachers not enforcing appropriate expectations of some pupils' behaviour. Teachers' use of information and communication technology is developing but there was little evidence of this in subjects other than English in the scrutiny of pupils' previously completed work.

19. The teaching of pupils with SEN is good. Pupils are identified early and good measures are taken to support them both in class and in withdrawal groups. Teachers and learning support assistants know their pupils well, have good relationship with them and set high expectations. Pupils work well alongside their peers and are fully included in every aspect of the curriculum.

20. The teaching of pupils who speak English as an additional language (EAL) and those from other ethnic minorities is good. They are very well supported by teachers and teaching assistants. Pupils are encouraged to share their various cultural practices with the class and this impacts well on their learning. Children with bilingual skills, who are not in the earliest stages of learning English, are assessed by the school, but the school enlists the support of the Ethnic Minority Achievement Service if needed. This helps the pupils to benefit from all the learning opportunities provided and to achieve well. Pupils literacy and numeracy skills are promoted well and teachers have a good understanding of the National Literacy and Numeracy Strategies.

The curriculum

21. The quality and range of curricular opportunities are **good**, meeting all requirements in National Curriculum subjects and the requirements of the locally agreed syllabus for religious education. The quality and range of learning resources and the accommodation are **good**. Provision for pupils with SEN is **very good**.

Main Strengths and Weaknesses:

- Curriculum innovation is good.
- Good provision is made for pupils' personal, social and health education (PSHE) and citizenship.
- Very good provision is made for pupils with SEN.
- Individual education plans (IEPs) vary in quality and not all of them contain short term targets that can be easily measured to monitor pupils' progress.
- Good accommodation and resources.

Commentary

22. The curriculum meets statutory requirements and is broad and balanced. The quality and range of opportunities are good. All National Curriculum subjects and religious education are taught and time is also allowed for regular lessons of PSHE.

23. The National Literacy and Numeracy Strategies have been successfully adapted to support a topic based approach which pupils find interesting and fun, and the school has recently introduced a 'Thinking Skills' programme to further enhance pupils' abilities. Schemes of work and long term planning are good for all subjects. The provision for pupils with SEN is very good with appropriate support both in class and in withdrawal sessions. The school ensures that all pupils, regardless of ability, gender, or ethnicity have equal access to the opportunities it provides. Personal, social and health education and citizenship are well provided for. The school is involved in the Young Enterprise Programme, where people from the local businesses come in to school to talk about the world of work. The school has good links with the adjoining junior school to prepare pupils for the next stage of education.

24. A good range of additional curriculum opportunities through visits and visitors enriches pupils' learning outside of classes and increases their enjoyment of school. These include visits to theatres, museums, wild life parks, a power station and a synagogue, as well as tea with the Lord Mayor at the Mansion House for the school council. The school also makes use of parents' talents when they come into school to talk to pupils. Accommodation is good and includes pleasant grassed and landscaped areas. Resources are good in all subjects and there is sufficient teaching and support staff to meet the needs of the curriculum.

25. Pupils with SEN make very good progress and often achieve the expected National Curriculum Level by the time they transfer to the junior school. This is due to the good teaching they receive and the good quality support from learning support assistants. Their needs are identified early and good procedures are in place both for ensuring that they receive appropriate support and that their progress is closely monitored. School staff know the pupils well, enjoy good relationships with them and have high expectations of what they can achieve. Pupils work well alongside their peers and are fully included in every aspect of the curriculum. Pupils are withdrawn on a regular basis and receive very effective support from the special educational needs co-ordinator (SENCO). Individual education plans (IEPs) are in place for all pupils. However, they vary in quality and not all of them contain short term, measurable targets. Although teachers provide well for SEN, IEPs are not kept in classrooms and so their use in planning is questionable. However, good use is made of day-to-day assessments. Parents are kept informed and are fully involved in their children's progress.

26. The named governor for SEN visits the school regularly and works alongside the co-ordinator to ensure that these pupils are effectively provided for. The headteacher ensures that effective support is given to pupils by reviewing their needs at a staff meeting at the start of every term. The accommodation and resources for teaching pupils with SEN are good.

Care, guidance and support

27. The school provides **good** support, advice and guidance to all its pupils and values their views. The school's arrangements for the care, welfare, health and safety of pupils are **very good**.

Main strengths and weaknesses:

- Pupils feel secure whilst in school.
- Relationships between adults and pupils are very good.
- The school has effective induction arrangements.
- Health and safety procedures are very good.
- The school values the views of the pupils.

Commentary

28. The school provides a secure and calm environment, which has a warm and friendly atmosphere. Pupils and teachers get along well together. When difficulties arise pupils can, and generally do, have the confidence to turn to a member of staff of their choice for help and guidance. Parents report that class teachers respond immediately if there is any indication that a child is struggling in lessons or appears unhappy. The school effectively ensures that pupils of different abilities are supported well and that they make good progress in developing their personal and academic skills.

29. The headteacher is the designated person for child protection. She ensures her staff is fully aware of child protection issues, and follows procedures laid down by the area child protection committee. There are policies to support health and safety and a number of trained first-aid staff are available when required. All accidents are methodically recorded and parents advised when necessary. Care, comfort and support are given to children who feel ill or distressed during the day. Caretaking is very good and risk assessments are carried out thoroughly.

30. Induction procedures have been devised so that children first starting school can be eased gently into school life. Class teachers visit pre-school settings to meet the children, and story sessions are arranged so that children can visit the school and meet their new teacher and this ensures that they settle quickly into school.

31. Pupils' views are given high priority. Members of the school council contribute their views to the running of the school and these are acted upon by the school. Greater involvement of pupils in the everyday life of the school is a current target in the school development plan.

Partnership with parents, other schools and the community

32. Partnership with parents and links with other schools are **very good**. Links with the community are **good**.

Main strengths and weaknesses:

- Parent's views of the school are overwhelmingly positive.
- Information to parents is very good.
- The school deals effectively with any parental concerns or complaints.
- School actively involves parents in all aspects of school life.
- Links with local schools and transfer arrangements for pupils are very good
- A number of parents who go to work find it difficult to comply with the school's induction procedures.

Commentary.

33. All parents are very supportive of the school. They confirm that their children enjoy coming to school, and are pleased with the progress they make. Parents are particularly appreciative of the commitment of the headteacher and her staff, and their aims and expectations for their children. Parents feel that behaviour is good overall and have nothing but praise for the school's standards of pastoral care. They are adamant that any complaints or problems are dealt with quickly and

effectively. Parents report that although the school's induction arrangements are sympathetic to a child first starting school, some working parents have difficulty in adjusting their work schedule in order to cope with the staggered school day over a half-term. Evidence from the inspection indicates that children had quickly settled into school routines, made friends and enjoyed coming to school.

34. Maintaining the close partnership with parents has been a priority for the school; it listens carefully to the views of the parents and acts accordingly. Parents are kept well informed about the purposes and activities of the school through regular newsletters and classroom notice boards. Highly successful curriculum evenings have helped parents to be better informed about pupils' learning in mathematics and English. Parent-teacher consultation evenings and open days are well supported, giving parents a clear picture of how their children are progressing. Parents express satisfaction with the quality of the annual reports. This is a school with a true 'open door' policy. Parents know that they are welcome to come into school at any time, should they have a concern or just need reassurance.

35. Many parents volunteer to help in the school, and meetings are held to help them understand their role. There is an active and enthusiastic Friends of Henleaze Infant School association, which raise substantial funds to provide the school with much needed resources and provide a forum for staff, pupils and parents to meet socially.

36. A good deal of time is invested in developing close links with schools, which are closely associated with Henleaze Infant School. Close liaison with the nearby Junior school ensures that pupils make a smooth transition to the next stage of their education. There are exceptional strong links with Claremont Special School. Pupils from both schools meet up regularly and friendships are formed. The school has good links with the local community, including local churches and shops. Visitors from the community come into school to speak to the pupils in conjunction with the Young Enterprise Citizenship Programme.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. Governance is **good**. The leadership of the headteacher is **very good**.

Main strengths and weaknesses:

- Clarity of vision, strategic direction and the creation of an effective ethos for learning.
- The commitment of all staff in maintaining and improving standards.
- The assessment of pupils' attainment and the school's tracking of progress.
- The governing body's commitment to the school.
- The school's success in systematically addressing the key issues from the last report in order to improvement the quality of education provided.
- There are good financial procedures in place to ensure that money is well spent and supports the school in achieving its educational priorities.

Commentary

37. The headteacher, is well supported by her senior management team and provides very good leadership. She has created a dedicated team of hardworking and caring staff, as was stated by parents at the pre-inspection meeting, who work very well together and have a shared commitment to providing a good education for the pupils in their care and to maintaining and improving standards. In return the headteacher gives very good support to all staff in enabling them to carry out their roles and management responsibilities. Given the school's maintenance of very good standards in reading, writing and mathematics since the last inspection, she is well aware that complacency is her biggest enemy and only through continuing change, that is managed effectively, will the school

continue to improve. This ethos is a key strength of the school. The school has effective policies and procedures to ensure that pupils of all abilities are given good support, achieve well and receive their full curriculum entitlement. This is demonstrated well in the schools' campus inclusion project, which involves pupils in regular activities with the neighbouring junior and special schools, such as the setting up of a sensory garden in the school grounds.

38. There are effective and manageable assessment procedures in place to track pupils' progress and set individual and group targets. Pupils are successfully involved in the setting of these targets and they are shared with parents. By fulfilling the role of assessment co-ordinator, the headteacher is well aware of when individual or groups of pupils are not making the progress that they should. The headteacher and key staff monitor and evaluate teaching and learning on a regular basis and this information is used well to determine how the curriculum can be shaped to help raise standards. It is also used feed into the arrangements made for teachers' professional development and whole-school planning for improvement.

39. Subject co-ordinators carry out their roles very effectively. Time is given to them to carry out their duties. Systems are in place and routines established to enable all staff to contribute to the school's development. Co-ordinators are very clear about their roles, provide good leadership, and are clear about the developments needed in their subjects.

40. The leadership and management of the Foundation Stage are good. The co-ordinator, with the staff, has worked hard to develop the Foundation Stage curriculum. Very good support is provided for Reception children in the form of high quality teaching assistants. Staff work very well together as a team and are involved in all aspects of the Foundation Stage. Accommodation and resources are very good and impact very positively on the quality of children's learning.

41. The governing body supports the school well. Procedures for governors to inform themselves about the strengths and weaknesses of the school are good and help the governing body identify and support areas for improvement such as the 'Thinking Project' which is successfully encouraging pupils to think for themselves and show initiative. The governors perform their statutory duties well and have been actively involved in drawing up the school development plan. They effectively challenge the headteacher, senior staff and subject co-ordinators to account for the performance of the school, such as when co-ordinators make presentations to them about the development of their subjects and the standards pupils' achieve.

42. The staff and governors have successfully and systematically addressed the key issues from the last report in order to improve the quality of education provided. Since the last inspection, the school has made good progress in many areas. There are well established and effective procedures for tracking pupils' attainment and progress and providing good quality support to those who are not achieving as well as they might. The school development plan identifies appropriate targets for development and is fully costed and success criteria are based on the impact they will have on raising pupils' achievement. The school complies with statutory requirements for a daily act of collective worship and the information contained in the governor's annual report to parents and the school prospectus. Procedures for ensuring pupils' health and safety are robust and regular risk assessments are carried out by the governing body.

43. Budgets are set in accordance with statutory requirements. Inspection shows that effective procedures are in place in the school office for good financial management. Governors ensure that all spending is in accordance with the principles of 'Best Value' and that they evaluate the cost effectiveness of major spending decisions and their impact on raising standards. Office staff ensure the smooth running of the school and day-to-day administration of the school is very good.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	636,489.00
Total expenditure	652,954.00
Expenditure per pupil	2436.00

Balances (£)	
Balance from previous year	60,105.00
Balance carried forward to the next year	43,640.00

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Provision for the Foundation Stage is **very good** and has improved significantly since the last inspection. when it was satisfactory. Children receive a very good start to their education. The quality of teaching is very good in communication, language and literacy and in mathematical development. As a consequence, children make good and often very good progress. Standards in children's physical development, previously found to be satisfactory, are now on course to be above expectations by the end of the reception year. The curriculum is very good. The outdoor accommodation has been made secure and is a very good resource for developing children's physical skills and used very well as 'outside classrooms'. As a result of the very good provision, children achieve very well. Almost all are on course to exceed the Early Learning Goals (ELGs) by the end of the reception year in all the areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses:

- Teaching is very good.
- Adults provide good role models of how to behave.
- There are good strategies for developing independent learning.

Commentary

45. Children achieve well, as a consequence of good teaching and most are likely to exceed the ELGs by the end of the reception year. Adults treat children with courtesy and respect and establish effective routines and trusting relationships with children, contributing very well to their very positive attitudes, confidence and awareness of what is right and wrong. Adults promote independence, ensuring that resources are easily accessible to children, and that there is a very good balance of activities taught by adults and those initiated by children themselves. A very good strategy for self-registration fosters independence, decision-making skills, and name recognition.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses:

- Teaching is good; the teaching of reading skills is very good.
- It is well led and managed; teaching assistants very well support learning.
- Very good assessment procedures; good use of assessment guides planning.
- Some unsociable behaviour distracts others.

Commentary

46. Children start school with standards above those expected. This area of learning is well taught, with some very good teaching of reading skills. As a result, children, including those with SEN and those who speak EAL, achieve well and often very well. Staff work closely together and this impacts very well on children's learning. The support given by well-qualified teaching assistants

is very good, enabling children to make good progress. By the end of the Reception Year, almost all are likely to exceed the ELGs. Staff have good command of this area, expect the most of children, give high priority to speaking and listening, and use every opportunity to develop this aspect. Support for language development permeates reception class life and work.

47. Strategies for teaching reading and writing skills successfully capture children's interest and they respond eagerly. Staff use resources imaginatively to teach initial sounds, for example, 'feelie bins and bags'. Teachers enthuse children, when matching sounds with letters, and children express delight at these experiences. They enjoy stories, understand their structure and know print carries meaning. Some already recognise familiar letters, sounds and words. By the end of Reception, most form letters correctly, many write independently and for different purposes. Day-to-day assessments are used well to guide the planning of future work. Staff manage children well, overall, but occasionally, the unsociable behaviour of a few is distracting.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses:

- Teaching is good, with some very good.
- Attainment is above expectations.
- High expectations of staff.
- The pace of teaching and learning varies in some lessons.

Commentary

48. Teaching is good, with some very good teaching, resulting in good and often very good achievement for children, including those with SEN and those who EAL. They are likely to exceed the ELGs by the end of the Foundation Stage. Teachers' command is very good. A very good balance of adult-directed and child-initiated activities encourages children to practise, consolidate and extend their skills independently and co-operatively. By the end of the Reception Year, most count to 20 and beyond and understand addition and subtraction. Teachers' expect the most of children and plan challenging activities, to enable at least good progress to be made. Day-to-day assessments are used well to plan future work for the children. Where the pace of teaching slows, interest wanes and progress varies.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses:

- Teaching is good.
- Good organisation of purposeful play activities
- Learning opportunities are very good.

Commentary

49. All children, achieve well, reflecting good teaching. They are set to exceed the ELGs by the end of the Foundation Stage. Staff build on what children know and can do, enabling them to make good progress. Good command of this area, and effective organisation of purposeful play activities enable children to learn at a brisk pace. These extend children's understanding through very good opportunities to investigate living things, learn how they have changed since babyhood and visits to

local places, encouraging a sense of curiosity, time and place. Staff provide a range of connected activities, for example, when very effective links were made between science, art and mathematical aspects in a very good mathematics lesson, about 'shape'. Children made vegetable prints, closely observed their shapes, investigating them, using their senses. Effective use of computers encourage children to develop basic information technology (IT) skills.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses:

- The quality of teaching is good.
- Secure outdoor play areas provide a very good resource, used very well.
- Standards have improved.

Commentary

50. Teaching is good and children achieve well. By the end of the Reception Year, most are set to exceed expected outcomes, improved since the last inspection. Staff teach skills such as cutting, threading and handling small tools to help children gain safe control of their fine physical skills. Teachers encourage children to move confidently and safely around the hall, with growing control and awareness of space. A significant factor in the improvement of standards is the very good, regular, planned use of the outdoor play areas, to encourage the development of physical skills.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses:

- Teaching is good.
- Good organisation includes all children.
- Stimulating activities promote children's creative development.
- Intervention by adults in role-play is not always consistent.

Commentary

51. Children achieve well and are likely to exceed the ELGs as a result of good teaching. Careful organisation ensures that all children are fully included in each of the activities. Teachers plan stimulating activities to promote children's creative development that give opportunities for children to use their senses effectively to explore colour, texture and shape. Staff encourage children to use musical instruments to find different ways of producing sounds, and to sing simple songs from memory. Home corners present opportunities for children to develop their creative imagination through role-play but overall, there is less consistent intervention by adults than in other creative areas, and some opportunities to develop children's imaginative play and sustained conversation are missed.

SUBJECTS IN KEY STAGES 1

ENGLISH

English

The provision in English is **good**.

Main Strengths and Weaknesses:

- Standards are well above average.
- Literacy skills are well taught enabling pupils to make at least good progress.
- Pupils with special educational needs make very good progress.
- Planning and assessment are good.
- Management of the subject is good.
- The use of support and the partnership between teachers and assistants is very good.

Commentary

52. The staff, including support assistants, work very well as a team to encourage pupils to learn. Teachers have high expectations of their pupils and use interesting ideas and resources to motivate them so that pupils make good progress.

53. Pupils achieve standards in English that are well above average by the end of Year 2. The results of the 2002 National Curriculum tests were well above average in both reading and writing and these standards have improved since the last inspection. Inspection evidence indicates that standards in speaking and listening are also well above average. Standards are higher than those reported at the last inspection which represents good progress.

54. Pupils have many opportunities to develop their skills of speaking and listening and they make good progress. Pupils are encouraged to take part in class discussions, and after listening carefully, they offer their ideas clearly and with confidence. The teachers value what they say and this encourages them to participate happily when explaining or describing something in literacy sessions. Through drama performances, which take place regularly, pupils enhance their speaking and listening skills. The majority of pupils show a wide command of language. For example, in a science lesson describing properties of materials, pupils used the words *flexible, transparent, translucent, opaque and reflective* quite correctly. All pupils, including those with special educational needs, English as an additional language, and from different ethnic backgrounds are fully included and encouraged to take full part in discussions and they make good progress. Boys and girls perform similarly.

55. The early skills of reading are well taught and pupils make good progress. Pupils are taught well to recognise letter blends and vowels, which they use effectively to spell words and apply in their reading. Many pupils are reading independently before they the end of Year 2 and are encouraged to read widely. The school has a library in each class specifically for home reading and most pupils change their books daily.

56. Pupils make good progress in writing. In Year 1 pupils learn to form their letters correctly and develop even sized writing. Pupils compose sentences using capital letters and full stops and begin to use speech marks to a standards well above that found in most schools. By the end of Year 2, many pupils are writing well-structured stories and can compose good quality pieces of writing, such as the acrostic poem:

*Laughing lions leap across the field.
In Mexico lions dance with sombreros on their heads.
October is the month for lions
Nine-o-clock is bedtime for lions.*

57. Pupils with SEN make very good progress. They are supported well in class by teachers and learning support assistants who know the pupils well. They also receive withdrawal group support which is delivered very effectively by the special needs co-ordinator.

58. Teaching is good and sometimes very good. This is reflected in the progress being made by all pupils. Basic literacy skills are taught well. Teachers mostly use challenging and open-ended questioning to ensure pupils' understanding and have high expectations of their behaviour and standards of work. Relationships are very good. For the most part pupils are conscientious, stay on task and are proud of their achievements. They know their targets for improvement. All these qualities promote good learning and lead to good progress in speaking and listening, reading, writing and spelling.

59. The management of English is good. The co-ordinator and with year group leaders work as a team and they have a clear view of the strengths and needs in the subject. Assessment is thorough and the information is fed back into the planning of future work. The co-ordinator checks teachers' planning and observes lessons. Resources are good and used well.

Language and Literacy across the curriculum

60. The National Literacy Strategy has been adapted well to support a topic-based approach. Pupils take books home regularly and parents are willing participants in their children's learning and this promotes pupils' literacy skills well. There was little evidence of pupils extending their writing skills in other subjects, such as history and geography. Pupils make satisfactory use of their developing word-processing skills in ICT to support their work.

MATHEMATICS

Mathematics

Provision in mathematics is **good**

Main strengths and weaknesses:

- Standards are well above average.
- The quality of teaching and learning is good.
- Assessment and tracking procedures are very good.
- The subject is well led and managed.
- The use of ICT to support the subject could be further developed.

Commentary

61. Pupils presently in Year 2 attain well above average standards and pupils achieve well, an improvement since the last inspection when standards were above average. Since then standards have been consistently well above average, except in 2002 when they were very high. In that year, mathematics was a major focus, that particular Year group was mature and exceptionally able mathematically. The 2003 results are likely to show standards well above the national average.

62. Teaching is good overall, with some satisfactory teaching observed. Teaching has improved since the last inspection.

63. Pupils gain confidence in using and applying their mathematical skills to problems because real-life problem solving is a regular feature of lessons. Teachers have a very good command of mathematics and of a variety of approaches to learning that lead pupils to achieve well and attain

higher standards. Pupils with SEN, and those who speak EAL, are very well supported by teaching assistants and they make very good progress.

64. Teachers consistently expect the most of pupils. Their carefully structured approach ensures that pupils of different abilities are set challenging work, well matched to their capabilities, enabling them to make good progress. Overall, teachers manage pupils well and behaviour is mainly good but there are instances when class management is less secure, pupils lose interest, and learning slows. Teachers organise activities and groups effectively, but occasionally, lesson introductions are too long, adversely affecting pupils' concentration. Where the pace of lessons becomes slow, some pupils are distracted and make less progress.

65. Although there is some evidence of using ICT to support mathematics, this is inconsistent. The school has already identified the need to further develop the use of ICT across the curriculum. Homework is used well to support pupils' learning. The provision of a 'Maths Games Library' effectively involves parents in children's education and helps to consolidate pupils' skills.

66. Assessment and tracking procedures are very good. Teachers use assessments effectively to guide planning. The setting of targets for all pupils and the review of these are becoming established, to help pupils to know how well they are doing and how to improve.

67. Leadership and management of mathematics are good. The co-ordinator has recently taken responsibility for the subject and already has a good overview of strengths, areas for development and future direction, well supporting teaching and learning. Good systems have been introduced for checking on teaching and learning and tracking pupils' progress.

Mathematics across the curriculum

68. Mathematics is supported well in other subjects, for example, when tables and graphs are used in science and geography or mathematical programs used ICT. This is systematically planned for in year group meetings and satisfactory opportunities for pupils to use and apply mathematics in other subjects is ensured.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- Pupils' standards of attainment are above national averages.
- Pupils' achievement is good.
- The quality of teaching and learning is good.
- Assessment is used well to ensure that work is well-matched to pupils' individual needs.
- The subject is led and managed well.
- There are few opportunities for older, more able pupils to set up their own experiments.

Commentary

69. Overall pupils achieve well and standards are above national expectations. Standards have been maintained since the last inspection. The results of teacher assessments for 2002 were above average. Only one pupil did not reach the expected National Curriculum Level 2 and the percentage of pupils reaching the National Curriculum higher Level 3 was well above the national average. The results of teacher assessments in 2003 show a similar pattern.

70. Examination of pupils' work shows that pupils develop a good knowledge and understanding of the different aspects of the subject, such as materials and their uses and physical processes. The only exception is in the development of pupils' skills of scientific enquiry. Here, relatively fewer pupils

reach the higher level in experimental and investigative science. Teachers adopt a practical, enquiry approach to pupils' learning. Consequently, more able pupils are good at drawing

conclusions from their results and writing these up clearly. However, many of their scientific investigations are teacher directed with very little evidence of older, more able pupils being challenged to set up their own experiments to answer a question posed by their teachers. This is a missed opportunity to develop real scientific thinking.

71. Teaching of science is good. Work is planned to challenge all ability groups within classes and interest and involve them in their learning. Very good use is made of questioning to make pupils' think for themselves and to recap previous work, as was seen in two Year 2 classes discovering the properties and uses of different materials. Consequently, pupils reinforced vocabulary, such as *transparent* and *opaque* they had learned in the previous lesson and used these terms to describe materials such as plastic and wood. Work is adapted well for pupils with SEN and extension work is provided for the more able.

72. Leadership and management of science are good. The co-ordinator has recently taken responsibility for the subject but, through close liaison with the previous subject manager, has a good overview of strengths and areas for future development. Together with the headteacher and senior management team, the results of teacher assessments in the subject are analysed and any patterns of weakness in pupils' knowledge and understanding addressed through staff training. There are good procedures for assessing pupils' attainment and progress and these are used well to guide future lesson planning. Teachers are constantly refining how they assess pupils' attainment and progress and procedures trialled in Year 1 are soon to be adopted in Year 2.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses:

- Pupils achieve well in reaching above average standards.
- Resources for the subject are good and used well.
- There is little evidence of pupils applying their ICT skills across the curriculum.
- Assessment is used well to inform teaching and learning.
- The subject is led and managed well.

Commentary

73. Standards at the time of the last inspection were in line with national expectations. The school has improved resources and curriculum provision and as a consequence pupils' standards are above national expectations and pupils achieve well.

74. A scrutiny of pupils' previous work over the last year shows that nearly all pupils achieve the expected Level 2 and that a significant proportion achieves the higher Level 3 by the time they leave the school. These pupils make use of databases, using two or more fields and create graphs and pie charts to display the information they have collected. They demonstrate good word-processing skills in presenting information, using pictures and text. Pupils have a good understanding of using computers to control events, such as giving clear and accurate instructions to make a programmable toy follow a given route. Pupils enjoy using computers, digital cameras and sound systems. They work together well when sharing equipment.

75. Resources for the subject are good and the computer suite is used well by all classes and this is having a significant impact on the standards pupils' achieve. New software is being introduced on a regular basis and the co-ordinator provides effective training for all staff in using it.

76. There are effective assessment procedures in place to assess pupils' attainment and progress through teachers' evaluations of their weekly planning, which identify pupils who experience difficulties or those who are achieving well. These plans are closely monitored by the headteacher to ensure that identified strengths and weaknesses are taken into account in teachers' future planning.

77. Teaching seen during the inspection was satisfactory overall. However, lessons were badly affected by a computer virus currently being experienced throughout the school and the local education authority. This prevented teachers following their intended lesson plans, as they could not access the relevant licensed programs on the Internet. Teachers did not know from one moment to the next whether this problem had been solved but were well prepared with alternative programs for the pupils to use. However, pupils' previous work indicates that teaching is good. Teachers have good subject knowledge and are confident in using computers and the interactive whiteboard to give clear instructions and provide good support in overcoming any difficulties pupils may experience. Good use is made of computer partners whereby more able pupils are paired with those who are less confident and help them to access programs they are not familiar with.

78. The subject is led and managed well. The co-ordinator observes her colleagues' teaching and provides training when needed. She has given sample lessons and provides good support to staff through advice and monitoring their planning. The co-ordinator has a clear idea of the curriculum and pupils' standards of attainment through her monitoring and involvement of staff in establishing a collection of pupils' work that has been graded according to National Curriculum Levels.

Information and communication technology across the curriculum

79. The use of ICT in other subjects other than English is underdeveloped and is a current focus in the school development plan. Teachers' planning now includes links with other subjects and this is being monitored by the co-ordinator.

HUMANITIES

Religious education, history, geography

80. No history lessons were seen in Years 1 and 2. One lesson was seen in religious education and two in geography. Comments are based upon these lessons, examination of pupils' work and teachers' plans, and discussions with pupils and subject co-ordinators.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses:

- Pupils' attain standards above the expectations of the locally Agreed Syllabus.
- In the lesson observed, teaching was good.
- The subject is well led and managed.
- Standards of work presentation are good.
- More support could be given to the development of literacy skills, particularly in extended writing.

Commentary

81. Year 2 pupils attain standards above the expectations of the locally Agreed Syllabus, an improvement since the previous inspection. Pupils achieve well. It was only possible to observe a small amount of teaching in the subject, so no reliable judgement can be made on teaching. Work seen reveals that teachers' plan a broad, balanced programme based on secure subject knowledge,

expect the most from pupils, and use resources well. As a result, pupils make good progress and achieve well. The presentation of pupils' work is good but opportunities are missed to further support their literacy skills, particularly in their independent writing. Subject leadership and management are good and staff are supported well. The co-ordinator ensures that planning corresponds to the locally Agreed Syllabus. She has worked in all classrooms and has a good overview of strengths, areas for development and the future direction of the subject.

Geography and history

Provision in geography and history is **good**.

Strengths and weaknesses:

- In the two geography lessons observed, teaching was good.
- Pupils attain standards above those expected for their age.
- The subjects are well led and managed.
- A more positive contribution could be made to the development of pupils' literacy skills, particularly their independent writing.

Commentary

82. In geography and history, Year 2 pupils' above average standards, have been maintained since the last inspection. Pupils of different abilities and from different ethnic backgrounds, achieve well. It was possible to observe only a small amount of teaching in geography, none in history, so no reliable judgement can be made on teaching.

83. Work seen and discussions with pupils in Year 2 reveal that teachers' have high expectations of pupils, planning is effective and resources used well. As a result pupils develop a good sense of history. Through comparing and contrasting life today with life a hundred years ago, they understand the main changes that have taken place and identify ways in which the past is represented. Pupils develop good geographical skills in local scale studies, due to effective teaching, emphasising fieldwork in the local environment. Through studying the contrasting location of Weston-Super-Mare, and overseas places, such as Japan, they develop a good awareness of places beyond their own locality. Teachers have good command of both subjects, encouraging pupils' good use of suitable vocabulary and different primary and secondary sources of information. Pupils' work presentation is good but opportunities are missed to support the development of literacy skills, particularly, independent writing. Both subjects are well led and managed. The co-ordinator has attended training to enable her to support staff well. She checks teachers' plans, samples pupils' work and has made subject presentations to governors.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art, design and technology, music and physical education

Provision in art and design and design and technology is **good**.

Strengths and weaknesses:

- Standards in art and design and design and technology are good and pupils make good progress and achieve well.
- There are good resources to support teaching and learning.
- Pupils have good attitudes to learning.

Commentary

84. Because of the topic based curriculum, no specific art or design and technology lessons were observed during the inspection. However, pupils were observed using their art and design and technology skills as they pursued their topic work. These two subjects are successfully used to underpin the main theme for the term. Discussions with teachers and pupils and a scrutiny of pupils' previous work indicate that standards in art and design and design and technology are good and pupils make good progress and achieve well.

85. Pupils in Year 1 were seen using a variety of materials to design a jungle scene via paint and collage. They showed good cutting and sticking skills and could explain how they mixed their paints to make different colours. They showed a good appreciation of texture as they chose their materials. One pupil said *"I am using this shiny paper because it will look like the sun is shining on the leaves"*. Pupils worked happily together, quite independent of their teacher who monitored from a distance. They shared materials and discussed the suitability of them and assessed their finished results.

86. Pupils in Year 2 made effective kites using a range of different techniques for joining materials, such as gluing and stapling. Other work seen included designs, plans and models of houses, rockets, vehicles with moving parts and papier-mâché animals as well as observational drawings. All these were of a good standard.

87. The co-ordinators manage their subjects well and there is an effective structure in place for staff training. Resources are good, and the co-ordinators feel well supported by the headteacher. Regular assessments are made of pupils' work in teachers' evaluations of their planning and the information used well to plan future work for the pupils.

88. At the time of the last inspection progress in art was judged to be good so progress has been maintained. In design and technology progress was judged to be satisfactory, now progress is judged good which represents an improvement.

Music

Provision for music is **good**.

Main strengths and weaknesses

- There is insufficient evidence to make a secure judgement on strengths and weaknesses.

Commentary

89. It was only possible to observe one lesson of music in Year 1. Comments are based upon this lesson and discussions with pupils and the music co-ordinator, and observations of pupils' singing in assemblies.

90. The standard of singing during assemblies and in the one lesson observed was satisfactory. Pupils sing tunefully and with enjoyment and clear diction. They sing a range of songs from memory and accompany their singing well using untuned percussion instruments. They handle instruments appropriately and are beginning to know how they are played and what different instruments are called.

91. Teachers' planning is good and ensures that the National Curriculum is fully covered. Pupils receive regular opportunities to develop their music skills.

92. Leadership and management of the subject are good. The co-ordinator supports staff well in implementing the commercially produced scheme of work on which the curriculum is based. She has observed some colleagues teaching and is always available to discuss and support teachers in their planning. Resources are adequate and of good quality and include instruments from different cultures. The school regularly performs to parents and the neighbouring junior and special schools.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses:

- Pupils' standards are in line with national expectations and they make satisfactory progress.
- Insufficient advice is given to pupils about how they could improve their performance.
- Great emphasis is given to pupils working safely and handling apparatus correctly.
- The accommodation is good and there are good resources for the subject.

Commentary

93. Four lessons were observed, one in dance and three in gymnastics. Pupils displayed appropriate co-ordination and control in running, jumping, twisting and turning. A small number of pupils showed imagination in their movement and flare in their execution. However, the quality of pupils' work was only satisfactory. They show increased confidence in repeating movements but the quality of their work did not improve greatly by the end of lessons. Pupils enjoy physical activities and in Year 1 were experiencing formal physical education lessons for the first time. As a result they were lively and excitable and in one class were taken back to their room while the teacher spoke to them about the need to listen attentively and behave sensibly.

94. Teaching is satisfactory. Good consideration is given to safe working practices. Lessons are well organised and activities are appropriate for the ages of the pupils. They are appropriately paced to keep pupils' attention and interest. However, teachers' expectations for the quality of pupils' work are not always clearly expressed and only in a few instances did teachers give simple pointers as to how pupils could improve their work, such as bending their knees to absorb the impact when jumping off the apparatus. As a result some pupils did not make the progress of which they were capable.

95. The co-ordinator has only been in post for a short time and has yet to make an impact on the subject. However, she has clear ideas and intentions as to how she will carry out her roles and responsibilities and is being supported well by other subject co-ordinators. There has been little development of the subject in recent times or training for teachers and this is having an adverse impact on standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

Provision in PHSE is **good**.

Main Strengths and Weaknesses:

- Provision is planned across the curriculum.
- Well supported through other subjects.
- Close links are maintained with campus schools.

Commentary

96. The programme planned for PSHE and citizenship is good. The policy includes drug awareness, sex education and citizenship. PSHE is taught as a discrete subject and reinforced throughout the curriculum. 'Circle time' is used successfully to help pupils develop their self-esteem and gain confidence in expressing their feelings in a safe atmosphere.

97. Throughout the school day, pupils practise and learn well many social skills, such as sharing, taking turns, settling simple arguments, and assisting others. They learn to take care of their bodies in their science lessons and, through carefully structured activities, they start participating in school and neighbourhood life.

98. Citizenship is fostered by the school's involvement in the Young Enterprise Project, whereby people from the world of business come in to school on a regular basis to talk about the occupations. Each Year a mobile classroom visits the campus to assist with sex and drugs education. There is a close relationship with both the junior and special schools on the same campus, with pupils inviting each other to share activities such as termly drama performances and dance experiences. The school grounds are used for the annual community May Fair and pupils regularly raise money for charity. There is a school council involving pupils from Year 1 and 2. They meet regularly and feel very involved in the school decision making process.

99. The subject is well led by an enthusiastic co-ordinator who monitors lessons and assesses pupil's progress. In-service training has been provided for the staff in conjunction with the junior school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).