

# INSPECTION REPORT

**OUR LADY OF THE ROSARY  
RC VA PRIMARY SCHOOL**

Bristol

LEA area: Bristol

Unique reference number: 109251

Headteacher: Mrs A Hibbert

Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 14<sup>th</sup> – 17<sup>th</sup> February 2000

Inspection number: 189338

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Tide Grove Lawrence Weston Bristol
Postcode:	BS11 0PA
Telephone number:	0117 9822875
Fax number:	0117 9822875
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Cyril Frain
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr D J Curtis Registered inspector	Information technology, Design and technology, Under fives, English as an additional language.	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? What should the school do to improve further?
Mr M Whitaker Lay inspector		How high are standards? Pupils attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mr H Galley Team inspector	Mathematics, Art, Physical education, Equal opportunities.	How well is the school led and managed?
Mr I Hancock Team inspector	Science, Geography, History.	How good are the curricular and other opportunities offered to pupils?
Mrs E Whiting Team inspector	English, Music, Special educational needs.	

The inspection contractor was:

MSB Education Ltd

Broomhill  
Wimborne  
Dorset  
BH21 7AR

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Our Lady of the Rosary Roman Catholic Primary School is situated in Lawrence Weston within the City of Bristol. It takes pupils from the ages of four to eleven. There are 214 pupils on roll in 8 classes, with 99 boys and 115 girls. The majority of pupils are white (UK heritage), with 19 pupils coming from other ethnic groups. Seven pupils come from homes where English is not the first language. There are 42 pupils on the school's register of special educational needs. There are two pupils with statements of special educational need. Children enter school with levels of attainment which are below average for the local education authority. Religious education and acts of collective worship were inspected by inspectors from the diocese under Section 23 of the Education Act. Findings appear under a separate cover.

### **HOW GOOD THE SCHOOL IS**

Taking into consideration below average levels of attainment on entry, pupils make very good progress and attain very high standards by the time they leave the school. Our Lady of the Rosary RC Primary School is a very good school. The good quality of teaching and the high quality of relationships between staff and pupils contribute to this particular strength. In addition, good quality teaching enables pupils to be very positive in their learning and allows them to make good progress as they move up through the school. The school is effectively led and managed. It provides very good value for money.

#### **What the school does well**

- Standards in English, mathematics and science are very good.
- The attitudes, behaviour and personal development of pupils are good.
- The quality of teaching is good and contributes to the high standards achieved.
- The provision for under fives is very good.
- The headteacher, key staff and governing body provide a very clear educational direction for the school, based on achieving high standards.
- Parents value the school and its work, particularly the teaching.
- Assessment procedures and the results of the analysis of assessments are used well to promote pupils' learning.

#### **What could be improved**

- Pupils' library skills are underdeveloped; the library is not used effectively as a learning resource.
- The information technology suite is not being used to its full potential.
- There are insufficient support staff for the under fives for three afternoons per week.

*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 previously inspected in September 1996. It has made excellent progress in raising standards in English, mathematics and science from satisfactory to very high in comparison with all schools and similar schools. Standards in information technology are now satisfactory having previously been unsatisfactory. The amount of unsatisfactory teaching has been reduced from 19 per cent to six per cent. The school has implemented

successfully the key issues from the previous inspection. Schemes of work to address what pupils should know, understand and be able to do as they move up through the school are in place for all subjects. Procedures for assessing and recording pupils' progress are now good. In the main, weaknesses in teaching have been addressed, particularly in relation to time management and teachers' daily planning. The role of the senior management team has been improved.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A*	A*	A*
Mathematics	A*	A*	A*	A*
Science	A*	A*	A*	A*

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This table shows the average points score achieved by pupils and includes those who achieved the expected Level 4 or above in the National Curriculum assessments and those achieving the higher Level 5. In addition, it includes those who achieved Level 3 or below.

These results are most impressive and fully justify the pride that parents show in the school's achievements. The school is achieving standards, which place it in the top five per cent of schools nationally and in the top five per cent of similar schools; schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals. The school is sustaining these high standards. Inspection findings for the current Year 6 show standards to be well above average in English, mathematics and science. The slight variation in standards is due to there currently being a higher percentage of pupils on the school's register of special educational needs.

In Key Stage 1, standards are above average in reading, writing and mathematics. This confirms that the school is sustaining the improvement in this key stage over the last three years.

In both key stages, pupils' literacy and numeracy skills are very strong. In Year 6, pupils' mental arithmetic and multiplication skills are outstanding.

Across the school, standards in information technology meet national expectations; skills in word-processing and data handling are good. Standards in art, design and technology, geography, history, music and physical education meet expectations for pupils of this age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils show positive attitudes to their learning. These attitudes contribute to the very good progress made in learning.
Behaviour, in and out of classrooms	Good in lessons; satisfactory when moving around the school; disappointing when leaving assemblies – the quiet and calm atmosphere is spoilt.
Personal development and relationships	Good; pupils relate well to each other, to teachers and to all adults with whom they come into contact, including visitors.
Attendance	Satisfactory.

Behaviour in lessons is much better than when moving around the school. When leaving assemblies, pupils do not listen to the music being played, for example to a solo violinist (a pupil). Relationships are good; pupils are friendly, polite and welcoming.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	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.*

The quality of teaching is good and makes a significant contribution to the high standards achieved and to the quality of pupils' learning. During the inspection, the quality of teaching was very good or better in 16 per cent of lessons observed, including three per cent, which were excellent. Teaching was good in 57 per cent of lessons, with 21 per cent being satisfactory. Unsatisfactory teaching was seen in 6 per cent of lessons.

Examples of excellent teaching were seen in science in Year 2 and in numeracy in Year 6. Very good teaching was observed in reception, in literacy in Year 2, in literacy and numeracy in Year 5 and in science in Year 6. Examples of good teaching were seen across the school and in most subjects. Unsatisfactory teaching was seen in literacy in Year 2, physical education and art in Year 3, and in literacy (teaching of a support group) in Year 4. However, inspection evidence, particularly from the scrutiny of pupils' work, does not indicate that there is a consistent level of unsatisfactory teaching in the school.

The teaching of literacy is good overall, although it ranges from very good to unsatisfactory. There are strengths in teachers' subject knowledge, with weaknesses in the pace of lessons. The teaching of numeracy is good in Key Stage 1 and ranges from satisfactory to excellent in Key Stage 2. There are particular strengths in the teaching of mental arithmetic.

Teaching of the under fives is very good. The teaching of pupils with special educational needs, and those for whom English is an additional language is good.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; statutory requirements are met fully and pupils enjoy equal access to the curriculum and a wide range of learning opportunities.
Provision for pupils with special educational needs	Good; pupils are supported effectively by the special educational needs co-ordinator, teachers and learning support assistants. Effective support enables pupils to make good progress.
Provision for pupils with English as an additional language	Although there is no specialist funding or support teaching, pupils are supported effectively by teachers and learning support assistants. This enables pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good for social, moral and cultural development; satisfactory for spiritual development.
How well the school cares for its pupils	The school has good procedures for child protection and ensuring pupils' welfare. All staff, and the headteacher in particular, provide pupils and their families with emotional support of a high order.

The school has established very effective links with its parents, with the result that parents hold the school in high regard.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and key staff provide a very clear educational direction for the school. There is a very strong commitment to achieve and maintain the highest possible standards.
How well the governors fulfil their responsibilities	The school is well served by an effective governing body. There is a close working relationship between the headteacher and the chair of the governing body who visits the school regularly.
The school's evaluation of its performance	The school has a clear picture of its strengths, as well as areas that need further improvement. These are analysed well in an impressive school development plan that details the priorities for each year, and includes success criteria alongside resource implications.
The strategic use of resources	Good overall. However, the school is not maximising the use of the library or information technology suite. The school is well staffed and accommodation and learning resources are good overall.

The school is effectively led and managed by a strong partnership between the headteacher, key staff and governing body.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school is helping children to become more mature and responsible.</li> <li>• The school is well led and managed.</li> <li>• Teaching is good.</li> <li>• Children are making good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• They would like more information about how well their children are getting on.</li> </ul>

Twelve parents attended the meeting with the registered inspector prior to the inspection and 83 questionnaires were returned.

Inspection findings support the very positive views of parents. The school does not provide, in advance, information on what pupils are going to learn and this is the area in which some parents would like more details.

### PART B: COMMENTARY

#### HOW HIGH ARE STANDARDS?

##### The school's results and achievements

1. Children are assessed on entry to the school using the local education authority's procedures and the results show attainment on entry to be below average. Children make good progress in the reception class and by the age of five, they meet the expectations of the Desirable Learning Outcomes<sup>1</sup> in all areas of learning. In language and literacy, most children are established on the school's reading scheme. They show a good knowledge of letter sounds. Most write their names unaided and copy accurately sentences written for them by an adult. In numeracy children read, write and order numbers to 10 accurately, with most counting to 20. Higher-attaining children know that one more than 25 is 26.

2. Results of the 1999 National Curriculum assessments for pupils in Year 2 were above average in reading and writing for the proportion achieving the expected Level 2 and above. In mathematics, the results were average. The proportion achieving the higher Level 3 was above average in reading and mathematics, but average in writing. In comparison with similar schools<sup>3</sup> nationally, the results were above average in reading and mathematics for the proportion achieving Level 2 or above, but average in writing. The proportion achieving Level 3 was above average in reading and mathematics, but average in writing. In 1999 teacher assessments for science, results were above the national average for those achieving Level 2 or above and the higher Level 3. In comparison with similar schools, results were average at Level 2 or above, but above average for those achieving Level 3.

3. Taking the four years 1996 to 1999 together, trends in reading and mathematics are average, but below average in writing. Inspection evidence confirms the improvement in standards in 1999 and by the end of Key Stage 1, standards in reading, writing, mathematics and science are above average. Taking into consideration that children enter

<sup>1</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

<sup>2</sup> The national expectation is that at the end of Key Stage 1 pupils should achieve Level 2.

<sup>3</sup> Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

school with below average levels of attainment, these results confirm that the school is achieving good standards in Key Stage 1.

4. In literacy, pupils read confidently and with good expression. They have a good range of skills, including phonic awareness when reading unfamiliar words. They write imaginative stories, using correct punctuation and accurate spelling. In numeracy, pupils read, write and order numbers to 100 accurately and understand simple fractions, including halves and quarters. In science, pupils show a good knowledge of life processes and living things and use their prediction skills well in their hypotheses of where woodlice live.

5. By the end of Key Stage 1, standards in information technology meet national expectations. Pupils' word-processing and data-handling skills are strong features of their work. Literacy skills are used well in word-processing stories, poetry and factual writing. Standards in art, design and technology, geography, history, music and physical education meet expectations for pupils of this age.

6. Results of 1999 National Curriculum assessments for pupils in Year 6 were very high in English, mathematics and science in comparison to the national average for the proportion of pupils achieving the expected Level<sup>4</sup> or above. Results were very high in English and mathematics for the proportion achieving the higher Level 5 and well above average in science. In comparison with similar schools nationally, the results were very high in English, mathematics and science for the proportion achieving the expected Level 4 and above. At Level 5, results were very high in English and mathematics and well above average in science. These results are very impressive and show that the school is achieving the highest possible standards being in the top five per cent of schools nationally.

7. Taking the four years 1996 to 1999 together, trends in English, mathematics and science are very high. Inspection findings are that for the current group of Year 6 pupils, standards are well above average in English, mathematics and science. The marginal decline is accounted for by their being a higher proportion of pupils in Year 6 on the school's register of special educational needs than in previous years. Inspection evidence indicates that the proportion of pupils achieving the higher Level 5 will continue to be very high. Taking into consideration attainment on entry and attainment at the end of Key Stage 1, these standards are outstanding and justify the pride that parents have in the school's achievements.

8. In literacy, pupils talk confidently about the books they read and substantiate their opinions by giving detailed references to the text. They use inference well and many read at a very challenging level. Pupils write successfully for a range of purposes, including stories, poetry and factual writing. They write successfully across the curriculum, including history where they produce detailed accounts of life in Tudor times. However, library skills are underdeveloped as pupils have very limited access to this facility. In numeracy, pupils' multiplication and mental arithmetic skills are of a very high standard: for example many have instant recall of five-eighths of 48. They understand and explain terms such as 'factors', 'prime numbers' and 'multiples' with confidence. Their knowledge of percentages, decimals and negative numbers is very good. In science, pupils show a good understanding of materials and their properties. They know that materials are classified as gases, liquids and solids and how temperature affects the process.

9. By the end of Key Stage 2, standards in information technology meet national expectations. There are strengths in word-processing, desk-top publishing and data handling. Literacy skills are used effectively. Numeracy skills are applied well in carrying out traffic surveys and in presenting the findings of investigations. Standards in art, design and technology, geography, history, music and physical education meet expectations for pupils of this age.

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<sup>4</sup> The national expectation is that at the end of Key Stage 2 pupils should achieve Level 4.

10. Across the school, pupils with special educational needs make good progress as measured against the targets set within their individual education plans. They receive good support from the special educational needs co-ordinator, teachers and learning support assistants, which contributes significantly to their learning.

11. Although not supported by specialist funding or teaching, pupils with English as an additional language make good progress. They are supported effectively by teachers and learning support assistants and are given every opportunity to be fully involved in all lessons.

12. The school has set realistic targets for pupils' future performance even though it would be hard to better those it is already achieving. Inspection evidence confirms that the school has the quality of teaching and management systems in place that will allow it to meet its targets.

13. The previous inspection report judged standards to be satisfactory in all subjects, with the exception of physical education being good in Key Stage 1. In Key Stage 2, standards in science and art were judged to be unsatisfactory. In both key stages, the judgement was that standards in information technology were unsatisfactory. There has been an outstanding improvement in standards in English, mathematics and science since the last inspection, especially in Key Stage 2. In addition, standards in information technology have improved to be satisfactory. The key factor in the improvement is the quality of teaching, particularly in Years 5 and 6, which enables pupils to achieve the highest possible standards.

#### **Pupils' attitudes, values and personal development**

14. Pupils' attitudes to their work are good. Throughout the school, pupils apply themselves well to their lessons - very well in Years 5 and 6. In 85 per cent of lessons observed, pupil response was good or very good. Pupils have a positive attitude to their school. They are proud of it and they are happy to attend. In lessons, they are enthusiastic: for example in a Year 6 mental mathematics session, a forest of hands shot up each time the teacher asked a question. Such enthusiasm contributes significantly to the quality of learning. Younger pupils sustain concentration well, for instance during a Year 2 literacy hour. Pupils demonstrate the ability to work co-operatively or independently, as required. Children under the age of five show real enthusiasm for learning: for example when taking part in a mathematics game. They settle quickly and reply confidently to their teacher's questions. The attitudes displayed are better than the 'generally positive' attitudes noted at the time of the previous inspection.

15. Behaviour is good, as was the case at the time of the last inspection. There have been no exclusions over the preceding twelve months. Pupil behaviour in lessons is very good. Pupils are attentive and polite to their teachers and comply willingly with the school's behaviour requirements. They respect the school's equipment, buildings and grounds and are diligent in their use of the litter bins. In assemblies, their demeanour is entirely appropriate. Standards are less high, however, when pupils are moving around the school. The atmosphere created by a thoughtful assembly is shattered by pupils running and chattering loudly as soon as they disperse from the hall. There is no evidence of oppressive behaviour in the playground. Pupils from minority groups are fully involved in play, chat and informal social activity. Pupils report that bullying is not a problem.

16. Pupils' personal development is satisfactory. Older pupils willingly accept responsibility for younger children - they supervise 'wet play' sessions in classrooms and sit with Key Stage 1 children at lunch. Year 6 pupils are entrusted with answering the office telephone in the lunch hour. The school's ethos expects them to behave sensibly and responsibly, and they do. Older pupils are mature and confident young people, happy to

discuss their learning and school life. Pupils in Key Stage 1 are encouraged to plan and organise their own work in weekly 'plan, do and review' sessions. Older pupils are not allowed free access to the library and computer suite, thus restricting their development as independent learners. The previous report observed that pupils' capacity for independent study was not well developed. Relationships throughout the school are very good. Staff know their pupils well and treat them with respect and consideration. Pupils, in turn, are polite and respectful towards adults in school. Relations between pupils, though normally very good, can occasionally be inconsiderate: for example at the conclusion of an assembly pupils left the hall talking noisily whilst a child was playing the violin. Pupils are beginning to consider the feelings of others; the prayers offered for a sick pupil in Year 6 were genuine and heartfelt.

17. Attendance is satisfactory. Although, at 93.5 percent, it is below national average, attendance. It is better than at the time of the previous inspection. Attendance levels have improved over the past three years. Unauthorised absence, at 0.6 percent, is in line with the national average.

### **HOW WELL ARE PUPILS TAUGHT?**

18. The previous inspection judged the quality of teaching to be satisfactory or better in 81 per cent of lessons, including three per cent that were very good or better. Nineteen per cent of teaching was judged to be unsatisfactory. Weaknesses were identified *time not being managed well; slow pace and support staff not used efficiently; planning not taking into account pupils' previous learning; insufficient use of day-to-day assessment; insufficient emphasis on pupils as independent learners; in insufficient use of information technology to enrich pupils' work across the curriculum.* Strengths were identified in: *subject knowledge; pupils' individual learning needs being met; and effective use of support staff.* Inspection evidence confirms that the quality of teaching has improved and that most of the weaknesses have been addressed. Inspection findings confirm the views of 96 per cent of the parents who judge teaching in the school to be good.

19. The quality of teaching is good and makes a significant contribution to the high standards achieved and to the quality of pupils' learning. During the inspection, the quality of teaching was very good or better in 16 per cent of lessons observed, including three per cent that were excellent. Teaching was good in 57 per cent of lessons, with 21 per cent being satisfactory. Unsatisfactory teaching was seen in 6 per cent of lessons.

20. Examples of excellent teaching were seen in science in Year 2 and in numeracy in Year 6. Very good teaching was observed in reception, in literacy in Year 2, in literacy and numeracy in Year 5 and in science in Year 6. Examples of good teaching were seen across the school and in most subjects. Unsatisfactory teaching was seen in literacy in Year 2, physical education and art in Year 3, and in literacy (teaching of a support group) in Year 4. However, inspection evidence, particularly from the scrutiny of pupils' work, does not indicate that there is a consistent level of unsatisfactory teaching in the school.

21. The teaching of the under fives in reception is good and makes a significant contribution to the good progress made and children's enthusiasm for school and learning. There are strengths in the teacher's knowledge of the learning needs of young children. Key literacy skills, including the teaching of phonics, are taught well which allows pupils to make good progress in reading. Numeracy skills are taught effectively. Good use is made of learning support staff and a trainee nursery nurse to support pupils' learning. However, there are three afternoons per week when the reception teacher has no support staff; this is unsatisfactory.

22. The teaching of pupils with special educational needs is good overall, especially when learning support staff are fully briefed and prepared for the work they undertake with pupils. Where teaching is unsatisfactory, this preparation is lacking. Teachers and learning

support staff know the pupils well and support them effectively in meeting the targets of their individual education plans. Pupils receive good support and encouragement, which contributes to their positive attitudes to school.

23. The teaching of pupils with English as an additional language is good. Pupils are supported effectively by teachers and learning support staff, who encourage them to play a full part in lessons. Pupils are keen and enthusiastic in their learning and this contributes to the good progress made.

24. The teaching of literacy is good overall, although it varies from very good to unsatisfactory. There are strengths in teachers' subject knowledge, particularly in Years 5 and 6, and teachers use skilful questioning to extend pupils' knowledge and understanding. Lesson plans are written well and the purpose of lessons is shared with pupils. Where teaching is unsatisfactory, there is a lack of pace. In addition, the purpose of lessons and targets to be achieved are not shared sufficiently with learning support assistants.

25. The teaching of numeracy is good in Key Stage 1. In Key Stage 2, lessons observed ranged from excellent to unsatisfactory. Lessons are planned well and teachers place strong emphasis on the development of early number skills in Key Stage 1, with pupils responding well in their understanding of place value. In Key Stage 2, the best lessons are fast, exciting and stimulating which results in pupils developing very good multiplication and mental arithmetic skills.

26. Where teaching is good or better, teachers show good subject knowledge which is passed on to pupils with enthusiasm. This results in pupils being motivated and interested in their learning. Lesson introductions are good, with pupils understanding what is required of them. For example, in an information technology lesson in Year 4, the teacher made it clear that the purpose of the lesson was to assess the quality of pupils' final presentations of a unit of work on creating animated 'slide shows'. Teachers have high expectations of pupils and encourage them effectively in their learning. For example, in reception, the teacher told the pupils, "You are excellent in counting to 20."

27. Lessons are well planned and take into account the differing learning needs of pupils. Work is matched well to individual needs, with pupils being challenged to do their best. A particularly good example of this is in the demanding and challenging mental arithmetic sessions in Year 6. In lessons, pupils concentrate well and work hard because the work is suitably challenging and matched to their individual learning needs.

28. Teachers make good use of most resources to support pupils' learning, with the exception of the library. In addition, although there is good evidence of effective work in information technology, class-based computers and the information technology suite are not used to their full potential. However, teachers make very effective use of learning support staff and volunteer helpers to support pupils' learning.

29. Teachers know their pupils well and where teaching is good or better, effective classroom management is a strong feature. Pupils know what is expected of them in lessons and they respond accordingly, taking care and pride in their work. Teachers manage whole-class, group and individual work well and use these different groupings appropriately. Relationships between teachers and pupils are good.

30. Teachers make good use of day-to-day assessment, often informed by their marking of pupils' work, to plan for pupils' future learning. Effective use is made of homework to support and develop pupils' learning.

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

31. The quality and range of opportunities for learning provided by the school are good. All statutory curricular requirements are met, which was not the case in the previous inspection. All pupils have equal access to the curriculum to learn and make good progress.

32. The curriculum for children under five is good. There is good coverage of all areas of learning related to the recommended Desirable Learning Outcomes. Good emphasis is placed on children's personal and social development and children are well prepared for Key Stage 1.

33. At Key Stage 1 and 2, the curriculum is appropriately broad and includes all relevant core and foundation subjects. The new computer suite gives more opportunities to develop pupils' information technology skills, but it is not sufficiently used to support pupils' learning across the curriculum. The curriculum is organised appropriately in terms of percentage of time allocated to individual subjects. However, the morning session is too long for younger pupils who find great difficulty maintaining their concentration in the last session before lunch. This is not a productive use of curriculum time as it slows the pace of teaching and learning.

34. Curricular planning has greatly improved since the last inspection. The school has introduced very effective strategies for teaching the basic skills in literacy, numeracy and science. This has a very significant effect on raising standards in these subjects where outstanding results have been achieved at the end of Key Stage 2. In many subjects new schemes of work have been introduced to help teachers plan their lessons effectively, with appropriate emphasis on developing pupils' knowledge and skills. However, pupils' library skills are not well developed, as they have no opportunity to use the library.

35. Satisfactory provision is made for pupils' personal, social and health education. The governors have decided not to teach sex education, but issues of drug misuse, health and hygiene are appropriately covered in the science programme. Physical education is appropriately developed through sporting activities and by using the fitness trail in the school grounds.

36. Provision for pupils with special educational needs is good and fully complies with the requirements of the Code of Practice<sup>5</sup>. All pupils on the school's register of special educational needs have individual education plans, which are regularly reviewed. Good account is taken of the needs of pupils with English as an additional language and those pupils who are gifted or talented.

37. The school provides a wide range of extracurricular activities, which support the curriculum well in physical education, music and information technology. The school welcomes many visitors to enrich curricular activities, such as the local diocesan director of music and a visiting artist. The school curriculum is enriched by a wide variety of educational visits to places of interest such as the two local cathedrals, Bristol museum and docks and further afield to Cirencester, Bath and London. All these activities make a significant contribution to pupils' personal development as well as to their learning.

38. Good links have been established with the local community to support curricular opportunities. Links have been successfully forged with local universities and industry, as well as strong links with the local Catholic Church. Most children entering school come from the local nursery where constructive relationships and regular exchange visits have been established to ensure these children make a sound start to school.

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<sup>5</sup> Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

39. There are effective links with the local comprehensive school where regular visits and good communication greatly help pupils prepare for the next stage of schooling. Curricular links with other schools are well established through regular cluster meetings.

40. The school makes good overall provision for the moral, social and cultural aspects of pupils' personal development and satisfactory provision for their spiritual development. Provision has improved in social and cultural development and maintained in moral and spiritual development since the last inspection. The good provision in moral and social development makes a significant contribution to pupils' good attitudes and behaviour and very good relationships.

41. Pupils' spiritual development is appropriately promoted through the religious atmosphere and the Roman Catholic ethos, where numerous displays are prominent throughout the school. The parish priest visits regularly to give spiritual support to both staff and pupils and there are numerous opportunities for prayer in assemblies. Since the last inspection, there are more opportunities for pupils to develop spirituality in relation to the world of nature and science. During the inspection, Year 2 pupils were intrigued when looking closely at woodlice and experienced a real sense of awe and wonder. However, insufficient time is allocated for reflection and opportunities for spirituality are often missed. For example, during inspection there was a good opportunity to promote spirituality by a pupil playing a violin well, but her performance was devalued by the noisy exodus of pupils leaving the hall.

42. High priority is given to equipping pupils with a clear set of moral values. This high expectation is reinforced by routine class practices and explicit moral teaching in lessons and circle times<sup>6</sup>. Older pupils develop a sense of citizenship where they are encouraged to take responsibility to look after children at lunchtime and playtimes. They help with various duties and tasks around the school. All pupils are encouraged to show consideration to others and regularly support local and national charities. The majority of staff provide pupils with good role models and encourage them to behave well and develop a clear understanding of right and wrong. The clear ethos and rules for behaviour are well supported by governors and parents.

43. Good provision is made for pupils' social development, which is effectively enhanced between pupils and adults. The promotion of values such as friendship and caring for others forms an important aspect of school life and pupils of all ages interact well together. Pupils are encouraged to work well together in class and play amicably on the playground. The school provides a wide range of extracurricular activities, which are well supported and greatly enhance pupils' social development. Social development is effectively promoted in the many visits that are organised, including day and residential trips, to support pupils' learning and the fund-raising events organised by the 'Friends of the School'.

44. Provision for pupils' cultural development is good. Visits are made to local places of interest. Numerous visitors invited into school include the diocesan director of music and a visiting artist to work with pupils. This effectively helps to promote pupils' cultural awareness. Pupils acquire an appropriate understanding of other cultures in many curriculum areas including art, music and geography. They recently celebrated the Chinese New Year and have the opportunity to study European artists and conduct a comparative study with Chembakolli, a village in India. Such opportunities effectively help pupils become aware of the rich diversity of cultures within the wider community.

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<sup>6</sup> In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.



## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has good procedures for child protection and ensuring pupils' welfare. All staff, and the headteacher in particular, provide pupils and their families with emotional support of a high order. The headteacher has regular and constructive contact with the area's support agencies. The quality of this support has a significant impact upon pupils' achievements. Arrangements for monitoring pupils' academic progress are very good. Each class teacher has a class book which records pupils' progress in the core subjects of the National Curriculum. It contains copies of all pupils' reports since they started school and notes of targets. Older pupils set their own targets. Pupils' personal development is well supported through informal day-to-day contact. The high quality of relationships between staff and pupils is pivotal in this respect. As a consequence, pupils' confidence and self-esteem are high and behaviour is good. Pupils feel both respected and valued. The deputy headteacher is responsible for formal child protection procedures, and all staff, including support staff, are aware of the matter. Health and safety is actively managed by a member of the governing body and a staff health and safety representative. All necessary procedures are in place.

46. The school works hard at promoting good attendance, through frequent reminders in school newsletters. In some instances, the school will telephone the homes of pupils who unexpectedly fail to turn up. There is good contact with the education welfare officer. Parents are reminded of the adverse effects of taking holidays in term-time, especially in the week of the National Curriculum tests. The headteacher personally interviews parents on this matter. As a result, attendance levels in the school, although below national averages are rising from year to year.

47. There are satisfactory procedures for promoting good behaviour. However, the implementation of those procedures is inconsistent - pupil behaviour is good to very good in classrooms, but less good when pupils are moving around the school.

48. Teachers know their pupils well. Assessment procedures in English, mathematics and science are good. The results of national and standardised tests are analysed and used to inform practice, particularly in English and mathematics. The school has set appropriate targets for these subjects up to the year 2002. There are portfolios of moderated work to help teachers' accuracy in the assessment of pupils' work.

49. Assessment, recording and reporting arrangements meet statutory requirements, including those for pupils with special educational needs. Regular tests take place in reading and spelling. Assessment for the under fives is good and includes an accredited baseline assessment scheme which is then used as an entry profile. The school uses this to identify pupils giving cause for concern. It provides information to be shared with parents. The previous inspection identified some weaknesses in reports to parents, which were too formal and lacked pupil targets. Reports are now more informative, but still rely on coverage rather than progress, and the next stage of learning is not clearly identified. Parents have opportunities to discuss pupils' progress at regular parents' meetings. These are well attended.

50. Assessment in religious education is satisfactory but assessment in the use of information technology to support other curriculum subjects is less satisfactory due to the lack of opportunity for pupils to use information technology to support their class-based work. In the foundation subjects, assessment is less formal. Block planning in art at Year 2 however, where pupils worked co-operatively to interpret paintings by a famous artist, gave teachers an opportunity to use ongoing assessment as part of a lesson plan. Plenary sessions in many subjects are used very effectively to assess what pupils have learnt and can do.

51. Individual and group records for reading are evaluative and informative, and pupils' self assessment in some subjects helps them gain a better understanding of the progress they are making. The school has no provision for informal liaison with parents such as home school books. This lessens the impact on standards achieved where parents have made a significant contribution to pupil progress, particularly in reading.

52. The school's marking policy requires updating. Comments made on pupils' work are insufficiently diagnostic and do not always give pupils points for improvement. There is overuse of red pen in some books at Key Stage 2.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

53. The school is strongly supported by its parents and the community, as was the case at the time of the last inspection. Parents appreciate the caring ethos of the school, the approachability of staff and the high standards achieved by their children. Inspection evidence supports these views.

54. Information for parents is satisfactory. Parents are invited to meetings to discuss their children's progress and to explain the National Curriculum tests at Key Stage 1 and Key Stage 2. Regular newsletters, written in accessible parent-friendly language, keep parents informed of school events. Parents do not, however, receive advance information on the work their children will be doing - information some parents say they would appreciate. After-school meetings to discuss curriculum issues such as literacy hour have been very poorly attended. Pupils' end-of-year reports meet statutory requirements but they lack objective measurement of the child's attainment and progress. Reference is rarely made to National Curriculum levels - a similar comment was made in the last inspection report.

55. The school makes considerable efforts to involve parents, particularly those parents who do not feel at ease in a school environment. The headteacher is present in the playground every morning to facilitate informal contact. The home-school agreement was the subject of parental consultation, although no comments were received. The headteacher estimates that about half of the parents have signed the agreement. There is considerable parental support for school events which involve children, but very little for other events - the governors' annual report meeting may attract no parents at all. Parent (and other voluntary) helpers are welcome and make a significant contribution through hearing readers or assisting with practical subjects. School funds are augmented by the energetic efforts of a 'Friends' association. Parents contribute well to their children's learning at home through their wholehearted support of the school's clear policy on homework.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The leadership and management of the school are very successful in enabling pupils to attain well above average standards in English, mathematics and science, and at least satisfactory standards in all other subjects. They have created a positive environment in which pupils' good attitudes and behaviour make a significant contribution to their learning and progress. Overall, this is an improvement since the last inspection.

57. The headteacher provides strong leadership and a clear direction for the school. Along with her deputy, she has created an effective management structure, which has successfully addressed almost all the issues from the last inspection. The impact of this good leadership has led to spectacular improvements in standards in the three core subjects at the end of Key Stage 2, sustained over the last three years. The very high level of parental confidence in the headteacher is fully justified.

58. The monitoring of the quality of teaching has improved since the last inspection. The impact of this has been improvements in teaching. The proportion of unsatisfactory lessons has been considerably reduced, and the amount of very good or excellent teaching increased. However, there is still room for further improvements in this area, as there is still a minority of unsatisfactory teaching. The headteacher recognises that this is an area that still needs to be tackled. The school monitors its standards very carefully, and keeps detailed records of the progress made by pupils as they pass through the school. Challenging targets are set, both for individual pupils and for each year group, and these have played a crucial part in the raising of standards.

59. The school has a clear picture of its strengths, as well as areas that need further improvement. These are analysed well in an impressive school development plan that details the priorities for each year, and includes success criteria alongside resource implications. This plan is monitored to ensure it has a positive impact on the quality of education provided.

60. The school is well served by an effective governing body. There is a close working relationship between the headteacher and the chair of governors, who visits the school regularly. The governors have shown an awareness of the impact that the building and grounds can have on the attitudes of pupils, and have worked hard, with considerable success, to improve the learning environment. The governing body has an active and alert finance committee that monitors the budget carefully, and looks critically at spending decisions to ensure they are closely matched to the priorities outlined in the school development plan. The governing body meets all its statutory responsibilities, an improvement since the last inspection, when not all parts of the National Curriculum were covered.

61. The school makes good use of specific grants. Monies relating to special educational needs are carefully targeted to support pupils on the register of special educational needs. The governing body has made very good use of 'Grant-Aid' projects. In recent years several projects have improved the learning environment through internal redecoration, and improvements to the buildings and grounds. Effective use is made of new technology, especially in the school office. This has enabled the school to monitor its spending very carefully.

62. Overall, the school makes good use of its resources, although there are some weaknesses in this area. The school library is underused and has a limited range of books, many of which are very old. The school has recently invested considerable funds in creating a potentially very useful computer suite. However, this facility is underused and there are limited opportunities for pupils to take advantage of this resource. Otherwise, the curriculum is well resourced, with no weaknesses in any subject. The school is well staffed, with teaching and non-teaching staff well qualified for their own particular roles. The accommodation is spacious and well maintained, and the building is enlivened by a wide range of interesting, colourful and extremely well presented displays of pupils' work.

63. Although the school has yet to devise any formal strategies for evaluating the value for money that it provides, it has effective informal systems. Members of the governing body were able to give perceptive insights into their own evaluation of the value that is made of the school resources. This compared factors such as the levels of attainment on entry, the slightly below average funding per pupil compared to other schools in the area, alongside features such as the good behaviour, positive attitudes and high standards at the end of Key Stage 2. In these considerations, the school is well served by its clerk, the school's administrative officer, who plays a more proactive role than that of most clerks to a governing body, and has helped the school with detailed analyses of the factors mentioned above. Taking these factors fully into account, inspectors confirm the governing body is justified in judging that it provides very good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. To improve the quality of education and the standards achieved, the headteacher, staff and governors should:

- (1) **Improve** pupils' library skills by
  - Providing pupils with regular opportunities to use the library;
  - Improving the provision of library resources;
  - Improving the layout and decoration of the library in order to make it a welcoming and stimulating area.

(Paragraphs: 8, 28, 34, 62, 86, 104, 120,123)

- (2) **Ensure** that the information technology suite is used to its full potential by
  - Timetabling its use more efficiently to ensure that pupils have as much access as possible;
  - Developing its use during lunchtimes.

(Paragraphs: 28, 33, 62, 85, 86,96, 104, 128)

- (3) **Provide** full-time learning assistant support for pupils in the reception class.

(Paragraph: 21)

In addition the governing body may wish to include the following for possible inclusion in its action plan:

- Reviewing the length of the morning session for pupils in Key Stage 1.

(Paragraphs: 33, 120)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

62
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Number of discussions with staff, governors, other adults and pupils

72
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### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	13	57	21	6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6
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Number of pupils on the school's roll (FTE for part-time pupils)	214
Number of full-time pupils eligible for free school meals	40

#### Special educational needs

YR – Y6
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Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	42

#### English as an additional language

No of pupils
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Number of pupils with English as an additional language	7
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#### Pupil mobility in the last school year

No of pupils
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Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	16	16	15
	Total	26	27	26
Percentage of pupils at NC level 2 or above	School	90 (88)	93 (86)	90 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	16	15	15
	Total	27	26	27
Percentage of pupils at NC level 2 or above	School	93 (87)	90 (87)	93 (87)
	National	82 (81)	86 (85)	87 (86)

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	9	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	9	9	9
	Total	23	23	23
Percentage of pupils at NC level 4 or above	School	100 (89)	100 (94)	100 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage of pupils at NC level 4 or above	School	83 (74)	83 (80)	83 (80)
	National	68 (65)	69 (65)	75 (71)

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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	195
Any other minority ethnic group	19

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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	98/99
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	£
Total income	387,252
Total expenditure	394,018
Expenditure per pupil	1,842
Balance brought forward from previous year	44,154
Balance carried forward to next year	37,388

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	83

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	24	6	2	0
My child is making good progress in school.	70	26	4	0	0
Behaviour in the school is good.	59	38	1	0	2
My child gets the right amount of work to do at home.	53	41	1	4	1
The teaching is good.	85	11	4	0	0
I am kept well informed about how my child is getting on.	44	43	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	75	17	5	2	1
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	57	37	4	1	1
The school is well led and managed.	83	15	1	0	1
The school is helping my child become mature and responsible.	72	27	1	0	0
The school provides an interesting range of activities outside lessons.	35	43	7	6	9



## **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**

65. Children enter the reception class with below average levels of attainment as measured against the assessments made when they start school. In reception, children achieve well and they make good progress. By the age of five, they meet the expectations of the Desirable Learning Outcomes in all areas of learning.

66. Good progress is made in personal and social development. Children settle quickly into the day-to-day routines of the school. They come into school happily and greet each other and their teacher with a friendly smile before putting their names on the 'name board'. Children are keen to share the events of the weekend or previous evening. They settle quickly on the carpet for registration and respond politely when their names are called. Children are confident with classroom and school routines. They know the importance of tidying up at the end of lessons. When moving around the school, for example when going to assembly, they do this quietly and sensibly. Pairs of children enjoy the responsibility of taking the register to the office. Children relate well to their teacher and relationships in the class are good. They enjoy working with other adults, including the classroom assistant and a trainee nursery nurse.

67. In language and literacy, children make good progress. They listen attentively in lessons and are confident in speaking and often are very enthusiastic in asking questions. In numeracy work, they love the opportunity to count in 'happy', 'grumpy', 'quiet' or 'loud' voices. The joy of learning is most evident in their 'Blast Off' session when they count down from 20 to zero. Children make good progress in reading. Most are established on the school's reading scheme. They show good knowledge of letter sounds and of how pictures can help them work out the meaning of unfamiliar words. Children make good progress in their learning of high frequency words. They talk confidently about the books they read and volunteer information: for example "He (the snake) is in the drawer." Most pupils write their names unaided and they copy accurately sentences that are written for them by an adult. They write successfully for a range of purposes.

68. Good progress is made in mathematical development. Children read, write and order numbers to 10 accurately. Most count well 'forwards' and 'backwards' to and from 20. They are successful in finding 'one more than' and 'one less than', with higher attaining children knowing that 'one more than 25 is 26'. Children are confident in comparing measures and estimate accurately objects which are 'lighter' or 'heavier'. They use balance scales well to check their estimations. Children are secure in sorting objects from the 'teacher's shopping bag' into sets using the criteria 'heavy' and 'light'. They use an information technology program well to reinforce their understanding of the addition of two single digit numbers.

69. Children make good progress in their knowledge and understanding of the world. In science, they keep good records of their observations during an autumn walk. Children investigate which hot water bottle stays hottest the longest. They identify and name the key features of the face and body. In history, they compare clothes of today with those of 'long ago': for example comparing a baby gown with a 'babygro'. They use information technology well, showing good skills in the use of the mouse and keyboard. In design and technology, they use a range of large and small construction kits in making models. Children use recycled materials successfully to make models of spiders and rockets in which they show good use of joining techniques. The use of tissue paper to represent the rocket's exhaust is a good feature of their work.

70. Good progress is made in physical development. Children benefit from regular opportunities for outdoor play, including riding on large-wheeled toys, such as tricycles and

scooters. They enjoy a daily session in the hall where they play 'Ring Games', including 'Farmer's in his Den'. Children know the rules of the games well and join in with great enthusiasm. They show a good awareness of space and listen attentively to instructions. In the 'traffic light' game, they respond immediately to the teacher's commands (red – stand still; amber – sit down; green – jog). Children know the rhymes well: for example 'Here we go round the Mulberry Bush', which they sing with gusto and big smiles.

71. Progress in creative development is good. Children use a wide range of materials and media successfully to present imaginative and exciting pictures. For example, they create very good two-dimensional collages of fire engines. Children enjoy singing familiar songs and rhymes. They take part enthusiastically in whole school singing during assemblies and in their weekly singing lesson with pupils from Key Stage 1.

72. Teaching in reception is very good. The teacher has a thorough and detailed understanding of the needs of young children. In addition, she has a tremendous enthusiasm, which rubs off on the children and is very evident in their love of learning. Key literacy and numeracy skills are taught well with the result that children make good progress in lessons. Expectations are high and children are praised and encouraged in their work. For example, at the end of a numeracy lesson, the teacher said, "You are excellent in counting to 20." Classroom assistants and the trainee nursery nurse are used effectively to support children's learning. For example, the nursery nurse worked well in the role play area developing numeracy and speaking and listening skills when children were playing 'shopkeeper' and 'customers'. Resources are prepared well and are exciting for children: for example when the teacher brought in her 'shopping' for children to use in a numeracy session.

## **ENGLISH**

73. 1999 National Curriculum assessments at the end of Key Stage 1 show that results for reading and writing were above the national average and above average for similar schools. At the end of Key Stage 2, results were very high compared with the national average and very high compared with results achieved by similar schools. The performance of boys and girls at the age of eleven exceeded the national average for their age group in English over a four year period from 1996 to 1999.

74. Attainment is above average in all aspects of English. In Year 2 and Year 6 there is little difference between the attainment of boys and girls. In Key Stage 1, they acquire a secure foundation in initial literacy and older pupils make steady gains both in their knowledge about language and their ability to use it appropriately.

75. By the end of Key Stage 1, most pupils read confidently, using an appropriate range of strategies to decode unfamiliar words. The school has successfully introduced the literacy hour and pupils enjoy the shared text chosen by their teacher, learning key words and spellings through daily repetition. Pupils' increasingly accurate reading of enlarged texts encourages expression. They work well individually, in pairs and in small groups. Pupils with special educational needs are well supported. A final plenary session checks pupils' understanding. Pupils explain their reading preferences, they know how to use a contents list and understand alphabetical order. Most pupils have well developed general vocabulary and have acquired a range of subject specific terms such as 'text' and 'author'.

76. Pupils write well structured stories and personal accounts with demarcated sentences and plausible spelling. In Year 2, clear cross curricular links were made between science, English and mathematics during an investigation into woodlice.

77. By the end of Key Stage 2, most pupils recognise literary genres and talk about the books they read, using evidence from their reading to substantiate their opinions. They use

inference to grasp meanings beyond the purely literal, and most pupils read at a challenging level, either in class or independently.

78. Progress in reading is monitored through teacher interaction and well kept, evaluative reading records. Pupils in Year 6 have clear targets, known to them and monitored by the teacher. Written work is well organised and its structure matches the purpose of the writing. The range of pupils' writing is good, but some presentation in books is poor. The school does not have a presentation policy and standards are variable between the lower and upper levels of Key Stage 2.

79. Pupils use spoken standard English throughout the school and learn to adapt vocabulary, register and tone to suit various audiences and purposes. Almost all pupils in both key stages listen well.

80. Pupils with special educational needs, and those for whom English is an additional language, make sound progress towards the targets in their individual education plans. Support for pupils with special educational needs is managed well and learning support assistants make a significant contribution to attainment and progress. The withdrawal of pupils at the same time every day does, however, place these children at a disadvantage. For example some pupils in Year 4 did not return to the lesson for the plenary and missed part of their information technology lesson. Particularly good practice was observed when the support assistant worked alongside pupils and the class teacher in Year 6.

81. Pupils' response in English lessons is mainly good in both key stages. Pupils approach their work with commitment and enthusiasm. Pupils in Years 5 and 6 show an exceptional ability to manage their own work. Homework for the most part is completed conscientiously. During discussions, most pupils listen to others but occasionally some pupils lose concentration when discussion is at too high a level for them to play a meaningful part.

82. The quality of teaching is mainly good in both key stages. Strengths of teaching include lesson plans with clear objectives, which are communicated to pupils and high expectations for pupils. Teaching is underpinned by good relationships, which exist at all levels. Teachers know individual pupils well. In Years 5 and 6, teachers' own subject knowledge enables them to provide excellent role models in discussion and use skilful questioning to engage pupils' interest and extend their knowledge and understanding. Any weaknesses in teaching are related to lack of pace at Key Stage 1 and absence of clear objectives at the lower end of Key Stage 2. There was some evidence of poor behaviour as a result of low expectations in Year 3.

83. The English co-ordinator has developed a useful portfolio of samples of pupils' writing to aid assessment. She has undertaken some informal monitoring of planning and teaching and the school development plan identifies more formal monitoring as a focus for the near future.

84. Resources for English are satisfactory. At Key Stage 1, the school has a wide range of reading materials. These are well organised in classrooms, corridors and in boxes for guided reading which are clearly labelled and accessible. 'Big Books' are stored in the library.

85. Resources at Key Stage 2 are more limited and there is a shortage of quality fiction and non fiction books to complement the range of reading books available for pupils to take home. Many pupils either buy books or access them from public libraries. Displays of books at Key Stage 2 lack interest and focus and pupils are unclear about books available to them. Resources for pupils with special educational needs are very good. A wide range of commercially produced reading scheme resources have been recently purchased and

these are well organised and easily accessible. The use of information technology to support English as part of an integrated programme of study is underdeveloped.

86. The school's reference library is poorly stocked and maintained with many books out of date and in poor condition. This issue was raised during the last inspection. Pupils in Year 6 are unable to retrieve information using the simple Dewey system adopted by the school and no pupils were seen to use the library during the week of the inspection.

## **MATHEMATICS**

87. The school has successfully sustained very high standards in mathematics over recent years and has made vast improvements in this subject since the first inspection in 1996.

88. By the end of Key Stage 1, standards of attainment are above the national average. Standards observed during the inspection are in line with those achieved in Key Stage 1 tests in 1999, when the proportion of pupils reaching the expected level was above the national average, and those achieving the higher level was above average. Pupils count in tens to 100 forwards and backwards and confidently identify tens and units in numbers below 100. They use a 100 square to find out about the sequence of numbers, and use different coins to make amounts of money up to 50 pence. All pupils count and order, add and subtract to 10, and recognise simple sequences. More able pupils work out simple fractions, such as a half or quarter of a given number and represent information in the form of a Venn diagram. A relative weakness is the uncertainty that some pupils have in identifying two-dimensional and three-dimensional shapes.

89. By the end of Key Stage 2, standards are well above the national average. The school has achieved spectacular results for the last three years and, although standards observed during the inspection are slightly lower, they nevertheless remain well above the national average. There are two contextual factors to explain the slight dip in standards this year. There is a higher proportion of pupils with special educational needs in the present Year 6 cohort. In addition, the present Year 6 is an extremely young group, with half the pupils being born in the summer term and, most unusually, one-quarter having their eleventh birthday in the summer holidays. When compared with other similar schools, standards in mathematics at the end of Year 6 are simply outstanding. Pupils in Year 6 know their multiplication tables with instant recall and many work out quite complex sums, such as five-eighths of 48, in just a few seconds. They use mathematical vocabulary accurately and confidently to describe and identify multiples, factors and prime numbers. Almost all pupils manage long multiplication problems, and many pupils calculate complicated sums with considerable mental dexterity. The majority of pupils handle all decimals, percentages, negative numbers and the areas of irregular shapes with utmost confidence. Talking to pupils about their mathematics work is an uplifting experience for any visitor, as pupils talk with verve and commitment about the various strategies they deploy to solve a range of challenging problems. A strength throughout Key Stage 2 is the high quality of pupils' mental arithmetic, a product of regular practice sessions conducted during every lesson.

90. Progress in Key Stage 1 is good. Pupils make good progress in their understanding of place value and number operations such as addition and subtraction, starting from practical activities to calculations involving tens and units. More able pupils make good progress in dealing with numbers above 100. Pupils develop a good understanding of standard units of length, and learn to estimate before measuring objects. Most pupils make good progress in developing their knowledge and understanding of two-dimensional and three-dimensional shapes, although a minority of pupils remain uncertain of how to identify common shapes.

91. Overall, progress in Key Stage 2 is very good, although there are significant differences in progress as pupils move through the key stage. Progress in Year 3 is satisfactory, as pupils make sound gains in their numeracy skills, although the pedestrian pace of work in this year group constrains the progress of many pupils. Progress is good in Year 4, very good in Year 5 and excellent in Year 6. Rates of progress in each year group reflect the increasing pace of work as pupils move through the key stage. By Year 6, the pace of work is electrifying and pupils apply and use their extensive knowledge to solve a range of demanding problems, often showing tremendous mental dexterity.

92. Pupils with special educational needs make good progress in Key Stage 1 and very good progress in Key Stage 2. In both key stages, pupils have specific targets set in their individual education plans and their progress is closely and effectively monitored. Effective use is made of learning support assistants and voluntary helpers. More able and gifted pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. The progress these pupils make is especially marked in Years 5 and 6, and the percentage reaching the higher level (Level 5) in 1999 was more than twice the national average. By the end of Year 6, several more able pupils are producing work within Level 6 of the National Curriculum.

93. Attitudes to work are at least very good in all classes, except Year 3, where attitudes to work are satisfactory. Pupils listen attentively to teachers and respond positively in question and answer sessions. There is a high level of concentration and pupils work hard for long periods. In Years 5 and 6, pupils work with zeal and determination and there is a buzz of excitement as pupils develop a fascination for the wonders of the subject.

94. The quality of teaching is good in Key Stage 1. Lessons are well organised, pupils are well managed and there is a sense of purpose throughout lessons. Teachers' questioning of pupils is demanding and often perceptive. During the inspection, half the lessons were judged to be good and half satisfactory. However, a thorough scrutiny of pupils' work indicates that teaching over time is better than this, as pupils work consistently to build carefully on the skills previously learned. Good use is made of a published scheme to ensure that the curriculum is covered in carefully managed stages. Teachers place a considerable emphasis on developing early number skills, and pupils respond well to the focus placed on understanding place value.

95. In Key Stage 2, there are considerable variations in teaching in different year groups. Of the four lessons observed during the inspection one was satisfactory, one was good, one very good and one excellent! In Year 3, class sessions to develop mental strategies are handled very well, with clear explanations from the teacher and effective use of the overhead projector to emphasise points to the class. However, during group work, there is a lack of pace and there is insufficient direct teaching, which results in some pupils losing interest towards the end of the lesson. In Year 4, teaching is good, with well organised lessons, very clear explanations and closely monitored group work. In Year 5, teaching is very good; a lively mental activity gives the lesson a good start, and precise vocabulary helps pupils develop their knowledge and understanding of the number system. The teacher has high expectations of all pupils and expects, and gets, concentration, commitment and co-operation. The lesson is presented in an interesting manner, and challenging questioning keeps pupils on their toes throughout. In Year 6, the teaching is excellent. The lesson starts with a vibrant vocabulary warm-up, which pupils find challenging, fast, exciting and stimulating. The pace of the lesson is unrelenting, and pupils respond with accurate and confident replies, clearly relishing the challenges. Discipline is excellent, and an exciting work ethic is sustained throughout the lesson. The teacher has very high expectations of all pupils, and work in small groups is closely matched to work that pupils have previously covered. The feedback given to pupils is evaluative and gives them a clear idea of the strengths and weaknesses of their work and what they need to do next in order to improve further. The teaching in this class is inspirational, and pupils' obvious excitement is an exceptional feature.

96. In addition to the successful implementation of the National Numeracy Strategy, the school has a comprehensive scheme of work to guide and support teachers, and a subject co-ordinator who is not only an outstanding teacher of mathematics, but has a considerable bank of ideas to support colleagues. The school is well resourced, and effective use is made of teaching materials in lessons. Information technology is used to produce a range of graphs and pie charts to illustrate traffic surveys undertaken by pupils, although the use of information technology to support work in mathematics is not sufficiently developed in both key stages.

97. Numeracy skills are effectively developed in other subjects of the curriculum, such as science, information technology and geography. Pupils represent information about the weather, about their favourite toys and favourite sandwich fillings in a variety of formats.

98. Overall, provision in mathematics is an outstanding feature of the school's education. The school has made exceptional progress since the last inspection, when standards were merely satisfactory. These changes owe much to the subject co-ordinator (the deputy headteacher) who has evaluated the school's results and introduced effective strategies to improve standards, especially at the end of Key Stage 2.

## **SCIENCE**

99. In 1999 national tests for pupils aged eleven the percentage of pupils reaching the average level was very high in comparison with the national average and well above the national average for the higher level. Pupils' performance in the science tests was well above average when compared with similar schools. Inspection findings are that the attainment in the current Year 6 is well above average. 1999 teacher assessment for pupils aged seven indicates that the proportion of pupils achieving the expected level and higher level was above the national average. In comparison with similar schools, the proportion of pupils achieving the expected level was average, but above average for the higher Level 3. Inspection findings indicate that the attainment of pupils currently in Year 2 is above average. Inspection findings and test results show no significant gender differences in attainment. Since the last inspection, there has been a very significant improvement in standards of attainment, which were then judged to be unsatisfactory overall. All attainment targets are now very well covered including many practical opportunities for experimental and investigative science. Pupils have a very good knowledge and understanding of all aspects of science and use appropriate scientific vocabulary very accurately. The dynamic, challenging teaching at the end of Key Stage 2 contributes greatly to the very high standards achieved.

100. By the end of Key Stage 1, pupils know the parts of a plant and what it needs to germinate and grow. They successfully conduct a survey to compare habitats and conditions of different environments, as seen during inspection, where pupils were able to predict and test their hypotheses of where woodlice prefer to live. Pupils recognise and know the names of common materials and suggest why many toys are made from plastic. They sort materials accurately and know which materials when heated will turn back into their natural form when cooled. After visiting Oldbury power station to see how electricity is made, many pupils made a simple electrical circuit using batteries, bulbs and wires. All pupils know that many household items use electricity.

101. In Key Stage 2, younger pupils learn that light comes from many sources including the sun, and conduct experiments to see what happens when light hits a mirror. They label parts of the body and describe the function of bones and muscles and the effects of exercise. They sort plants and animals into groups and higher attainers confidently use a key to classify plants, animals and materials. By the end of Key Stage 2, pupils know the importance of a fair test and predict and draw conclusions from their experiments. Most pupils predict what happens when a variety of substances are mixed with water and accurately record their findings. They know that some changes are reversible, whilst others

are not. Pupils recognise that there are a great variety of living things and understand that different organisms are found in different habitats. They explain clearly what constitutes a food chain using accurate scientific vocabulary. Higher attaining pupils confidently use a key to identify different living things and recognise the importance of classification. They know that materials can be classified into gases, liquids and solids and how temperature affects the process. Good opportunities are provided for pupils to discover how sound is made and the factors that affect pitch, by investigating sound in percussion and stringed instruments. Pupils use their knowledge of insulators and conductors well by classifying materials used to make a three pin electrical plug.

102. Pupils have good attitudes to learning including those with special educational needs and English as an additional language. They treat equipment and apparatus with respect. They show enthusiasm when designing experiments, clearly enjoying practical work and delighting in their discoveries. Pupils are conscious of safety factors. They sustain concentration, share resources and co-operate well with each other. Pupils take a pride in their written work and confidently use accurate vocabulary and good subject knowledge when talking about their activities. The majority behave well, work hard and clearly enjoy science lessons.

103. The quality of teaching is good overall at both key stages. An example of very good and excellent teaching was seen during inspection at the end of both key stages and no lessons were judged to be less than satisfactory. The quality of teaching has improved significantly in Key Stage 2 since the previous inspection where very good dynamic teaching has a significant impact on pupils' learning in Year 6. All pupils, including those with special educational needs and English as an additional language, make good progress in their learning as a direct result of good teaching. Lessons are well planned, with teachers throughout the school making particularly good use of practical activities. Teachers have good subject knowledge and usually provide clear instructions and helpful demonstrations of practical work. The best lessons have tasks, which provide high levels of challenge for all pupils and a very brisk pace to learning. Where this is linked to confident class management, high expectations of work and behaviour and the consistent use of subject specific language, learning is at its best. This enables pupils of all attainment levels to make rapid gains in their understanding of scientific facts and skills. Successful teaching and learning is characterised by good relationships with pupils, who are encouraged to evaluate their findings and extend their studies with homework. Support staff and volunteers provide valuable help, often working closely with less able pupils.

104. The science co-ordinator is very committed and enthusiastic and is in the process of revising the scheme of work. This provides good guidance for teachers in planning work that builds continuously and progressively on pupils' previous learning, which was a criticism in the last inspection. The new scheme of work has achieved greater consistency in the school's approach to the teaching of science at the appropriate levels and gives good opportunities for experimental and investigative science. Assessment procedures and record keeping have significantly improved since the last inspection. Very good assessment procedures, including a detailed portfolio of work, are used well to assess pupils' attainments. In each year group detailed targets are set and regularly checked to ensure all attainment targets are comprehensively covered. The co-ordinator has no opportunity to monitor teaching and learning throughout the school, although this has been identified as an area for development in the school development plan. There are good cross curricular links with literacy, mathematics and geography, but insufficient use is made of the potential of information technology and use of the library to support pupils' learning. The school makes very good use of the grounds and the very good liaison with the local Catholic secondary school offers good opportunities to extend pupils' learning in science.

## **ART**

105. Provision for art is good throughout the school and represents a strength of the school's curriculum. The school has successfully maintained the good standards described in the first report in 1996.

106. Pupils make good progress in Key Stage 1. Pupils develop their skills in using a range of different materials and techniques in both two-dimensions and three-dimensions. They experience the work of famous European artists, and show the influence of these studies in their own work. They paint bold and colourful pictures of big cats in the style of Henri Rousseau and create thoughtful designs in the style of Piet Mondrian. Pupils' skills in drawing are illustrated by sensitive and accurate charcoal pictures of trees in winter, and observational drawings of soft toys, creating misty effects by smudging pastels with their fingers. Pupils in both key stages responded very positively to visits from a local artist and show skill in mixing colours, as well as undertaking some useful evaluations of the artist's own works.

107. In Key Stage 2, pupils build effectively on the good start made in Key Stage 1. They use pencils and pastels well to sketch plants, as part of a project on light and shadow and make ambitious papier-mâché masks as part of their study about the Chinese New Year. Pupils make ceramic tiles in the style of William Morris and use a variety of textiles to produce colourful collages. They produce interesting and accurate drawings and paintings in the style of Lowry.

108. Pupils of all ages work with great interest and sustained commitment. They thoroughly enjoy art and talk enthusiastically about their work. They co-operate well in lessons, supporting each other constructively as they work. Behaviour in both key stages is consistently good.

109. Teaching in both key stages is good. Lessons are well planned and organised in a way that makes very good use of a wide range of resources. A wide range of techniques is taught, and pupils' creativity is inspired in thoughtful ways. In both key stages, pupils' observational drawing skills are sharpened by opportunities to look at real objects, such as trees and plants. The school's scheme of work, which details a sequence of skills to be covered, is well used by teachers in their planning of the subject. This scheme has a positive impact on the progress that pupils make by presenting them with gradually more challenging tasks as they move through the school. Pupils' art work is celebrated well through attractive and well presented displays throughout the school.

110. The subject is very well managed by an enthusiastic co-ordinator, with good quality curricular guidance and creative ideas for teaching. A series of portfolios form a record of pupils' work over time, and serve to provide practical ideas for teachers. Art is used well to illustrate ideas in other subjects, such as history, information technology, design and technology and science.

## **DESIGN AND TECHNOLOGY**

111. By the end of both key stages, standards meet expectations for pupils of this age. Pupils apply their literacy skills well in recording the results of their evaluations of their designs and models. Numeracy skills are used successfully in measurement in the planning stage of pupils' designs. Pupils with special educational needs, and those for whom English is an additional language achieve relatively well.

112. By the end of Key Stage 1, pupils show satisfactory skills in the use of fabrics in designing and making puppets. Good sewing skills are evident in the creation of calendars. In their evaluations pupils show a good understanding of how they would improve their designs next time. Pupils apply joining techniques well: for example in Year 1 where pupils



use paper fasteners as joints for their moving figures. Pupils develop satisfactory skills in food technology when they make pancakes.

113. In Key Stage 2, pupils make satisfactory progress in developing the key skills of designing, making and evaluating. Year 3 pupils show good use of tools in making models of pneumatic powered boats in work linked to the study of SS Great Britain. In Year 4, pupils design and make working models of torches in science linked to the study of electricity. Year 5 pupils design and make interesting musical instruments in which they show particularly good use of joining techniques and decorating skills. Their designs are well labelled and the steps in the construction process, including the choice of materials, are explained clearly. By Year 6, pupils successfully design and make moving vehicles with 'drink can' wheels, and string puppets with wooden heads, hands and feet plus felt bodies. A particular strength is the quality of pupils' evaluations of their work.

114. No class teaching of design and technology was observed during the inspection. However, inspection evidence is consistent with the quality of teaching being satisfactory overall. Pupils are clearly being taught the key subject skills as they move up through the school. The school has maintained the standards from the previous inspection report.

115. The subject is managed effectively. Teaching is monitored through the examination of planning and through regular informal discussions with colleagues. There is a good photographic record of pupils' work in the subject.

## **GEOGRAPHY**

116. Standards of attainment are in line with national expectations at the end of both key stages and have been maintained since the last inspection. Apart from lesson observations, additional information was gained by speaking with pupils and staff, looking at teachers' plans and a scrutiny of pupils' work and displays.

117. By the end of Key Stage 1, pupils develop an understanding of how to make and use maps. They locate where characters live on a map for the 'Jolly Postman'. They name and label the main parts of a house and compare different types of homes. Pupils correctly record different weather conditions and recognise seasonal weather patterns. They understand a variety of weather symbols and record their findings in a block graph, where higher attainers accurately interpreted different weather conditions. Pupils appreciate how different types of weather affect people and their surroundings and compare different environments. They have a good knowledge of life in polar regions from listening to stories, and know the types of clothes, food and equipment required for an expedition to the Arctic.

118. In Key Stage 2, pupils develop their mapping skills and appreciate that settlements have special features. They recognise many symbols on a map and use measuring equipment to record accurately weather conditions. Older pupils develop both their geographical knowledge and multicultural awareness by a comparative study of Chembakolli, a village in India. They successfully compare climate, physical features, housing, education, work and services with those in Bristol. Pupils have a good understanding and know the main characteristics of urban, industrial and rural environments by participating in local visits. They use appropriate geographical language to explain the advantages and disadvantages of changing a rural landscape into an urban environment. During the inspection, this was well demonstrated by using the local example of recent development at Cribbs Causeway.

119. Pupils have positive attitudes towards geography. They appreciate the range of activities provided, including opportunities to look at secondary sources to gain information. Most pupils work co-operatively in groups, sharing resources and enjoying practical activities. They appreciate opportunities to visit the local environment and residential trips, which successfully promote social development.

120. The quality of teaching is good overall and never less than satisfactory and has improved since the last inspection, where it was judged to be satisfactory. The quality of teaching has a positive impact on pupils' learning including those with special educational needs and English as an additional language. However, the morning session is too long for younger pupils who find great difficulty maintaining their concentration, as demonstrated during the inspection. This slows the pace of these pupils' learning. The use of fieldwork in both key stages is a motivating factor and enhances pupils' learning by giving good opportunities for first hand experiences. Teachers manage their pupils well, plan effectively, have good subject knowledge, and use time, support staff and resources well to support pupils' learning. The co-ordinator is enthusiastic and has recently reviewed the scheme of work to help teachers plan their work more effectively. However, she has no opportunity to monitor teaching and learning across the school and has identified assessment as an area for development. The school has usefubcross curricular links with history and science and is beginning to use literacy and numeracy more effectively in geography. However, insufficient use is made of the potential of information technology to support pupils' learning. Although resources are satisfactory overall, there are insufficient, quality geography reference books in the school and the library is not used effectively. Very good use is made of the school grounds to support pupils' learning.

## **HISTORY**

121. Standards of attainment in history are in line with national expectations at the end of both key stages and have been maintained since the previous inspection. During the inspection, due to timetabling arrangements, it was only possible to see one history lesson and no judgement can be made on the quality of teaching. Observations are based on information from other sources including policy documents, discussions with staff and pupils and examination of past and present work, including displays.

122. By the end of Key Stage 1, pupils are developing a sense of chronology and an awareness of differences between the ways of life now and in the past. Pupils compare household items from different ages and listen to a visitor comparing toys from her childhood. Pupils learn about the everyday life of famous people such as Florence Nightingale. At Key Stage 2, pupils' knowledge of daily life and customs of various periods in the past is extended by studies such as the Romans, Ancient Egypt, the Victorians and life in the 1930s.

123. Pupils' learning is effectively reinforced by giving them first hand experiences wherever possible. Good use is made of resources and artefacts to support pupils' learning such as the collection of old toys and Victorian artefacts. Visitors recollect their own childhood to share and compare experiences with pupils when studying life in the 1930s. There are good opportunities for visits to reinforce pupils' learning to such places as Roman Bath, Corinium Museum in Cirencester, Bristol Museum for Ancient Egypt and Blaise Castle Toy Museum. The co-ordinator is enthusiastic and has recently reviewed the scheme of work to help teachers plan their work more effectively. She has identified the need to develop assessment more effectively to support pupils' learning but has no opportunity to monitor teaching and learning across the school. Good cross curricular links have been established in geography and the school is beginning to use pupils' literacy skills more effectively in the teaching of history. However, the library is not used effectively and the quality and number of history non-fiction books is unsatisfactory. Insufficient use is made of the potential of information technology to support pupils' learning in history.

## **INFORMATION TECHNOLOGY**

124. By the end of both key stages, standards in information technology meet national expectations and pupils, including those with special educational needs, and for whom English is an additional language achieve well, particularly in word-processing. Pupils apply

their literacy skills successfully when word-processing stories, poetry and factual writing. They show good awareness of the importance of correct spelling and punctuation in their work.

125. By the end of Year 2, pupils apply their literacy skills well when word-processing their poems on the theme of 'Snowflakes'. They change fonts to good effect. In science, they word-process the results of their investigations into the school grounds. Pupils use the word-processor well to present the findings of their research into life in the Arctic and Antarctic. In numeracy, Year 1 pupils use data handling skills successfully by using pictograms and block graphs to show eye and hair colours and the results of their investigations into, for example, "Are there more children with blue eyes or brown eyes?" Year 1 pupils use a graphics program successfully in which they design homes using two-dimensional shapes.

126. Word-processing skills are developed well in Key Stage 2. In Year 3, pupils make imaginative use of fonts and justification of their texts in retelling the story of 'The Parable of the Sower'. Year 4 pupils further develop these skills in their writing of 'Red' poems. By Year 6, pupils show good use of fonts, justification and borders in their writing on the theme 'My Favourite Memory'. Desk-top publishing skills are developed well. In Year 4, pupils combine clip-art and text well to create posters on the dangers of electricity. In Year 5, pupils create imaginative Christmas cards through the skilful merging of text and clip-art. In work linked to history, Year 6 pupils produced very good 'Tudor newspapers' in which they show evidence of in-depth, historical research in the desk-top publishing.

127. Data-handling skills are developed well. In Year 3, pupils produce frequency graphs to show the height of pupils in the class. By Year 6, pupils show good skills in using data handling to present the results of their traffic surveys of vehicles travelling from Long Cross to Shirehampton. Year 4 pupils use a multimedia program well to present 'slide-shows' complete with sound effects to show the results of their investigations into, for example, life in Ancient Egypt. They show good application of literacy skills in the written element of their presentations. In addition, pupils use their speaking and listening skills effectively when presenting their slide shows to the rest of the class.

128. The quality of teaching in the lessons observed, in the information technology suite, was good. However, the overall quality of teaching is satisfactory, as information technology is not being used in all lessons to support pupils' learning and the school is not maximising the use of the information technology suite. Where teaching is good, teachers show good subject knowledge, which they pass on to pupils' with enthusiasm, with the result that pupils make good progress in their learning. For example, in Year 4, the quality of teaching led to pupils successfully combining text, sound and animation to present exciting well prepared slide shows. The lesson was used well by the teacher to assess pupils' learning, "I am assessing your work, including how well people listen to your presentations." There is a clear commitment to the teaching of skills, with a strong emphasis on pupils applying their literacy skills well, particularly in their word-processing and desk-top publishing work.

129. The subject is managed effectively. The co-ordinator has written a good scheme of work, which has a clear structure and contains well planned activities. She has half a day per term to monitor the quality of teaching, but this will increase substantially in the next academic year when information technology will be the main area of curriculum development. The effective management of the subject has contributed well to the raising of standards in information technology, which were judged to be unsatisfactory in both key stages at the time of the previous report.

## **MUSIC**

130. Reception class pupils respond to music through movement, and recognise changes in mood. They sing songs from memory with developing accuracy of pitch and rhythmic control. By the end of both key stages attainment in music is in line with national expectations. By the end of Key Stage 1, pupils confidently sing a range of songs appropriate to their age such as animal and action songs. During singing lessons, there is a good level of interest and co-operation. Pupils use percussion instruments to play simple accompaniments. Year 2 pupils respond quickly and maintain a steady beat. Key Stage 1 pupils learn to clap and perform action songs, are aware of other performers, listen attentively and start and finish a piece together.

131. At Key Stage 2, pupils sing enthusiastically. Year 4 pupils were observed composing melodic ideas using high and low sounds on percussion instruments combined with body sounds to produce a two part sequence. They perform confidently to the class and make steady progress overall. Pupils listen to a wide variety of music and are becoming familiar with the names of composers. Pupils have sufficient opportunity to be involved in a range of musical activities. They enjoy music and respond well in music lessons. Standards in singing show a marked improvement since the last inspection report, which described the quality of singing as subdued.

132. The quality of teaching is good and at times very good. Several teachers have a high level of expertise and confidence in music. Their expertise is used at both key stages. Instructions are clear and skills are practised and repeated to aid progress. Mixed ability groups enable the lower attaining pupils to work alongside those with more developed skills. Lessons are well planned and teachers use activities which challenge pupils. The majority of lessons successfully integrate listening, performing, composing and appraising music.

133. The development of pupils' skills, knowledge and understanding is supported by a commercial scheme, which is of sound quality with clear learning objectives. There are clear expectations for each year group. These are monitored by the music co-ordinator who has clear vision for the future of music, particularly at Key Stage 2.

134. Throughout the school, planning has links with other subjects such as dance, where pupils respond to music through the use of taped programmes. Relationships are good and praise and encouragement has a positive impact on performance. Currently, there is little formal evaluation of pupils' work.

135. The music curriculum is extended for some pupils by the provision of additional lessons to learn guitar, recorder, glockenspiel and violin. Pupils participate in productions and class assemblies and regularly accompany school singing in an enthusiastic and confident manner.

136. Resources offer a good range of tuned and untuned instruments, which allow all pupils in class to take part in making music together. There are several orchestral instruments available for pupils who wish to learn. Storage and access to resources is satisfactory. Pupils' cultural development is enhanced through participation in a wide range of music from around the world.

## **PHYSICAL EDUCATION**

137. Very few lessons were observed during the inspection, and only parts of the physical education curriculum were seen in each key stage. The following judgements are made from the few lessons seen, plus a scrutiny of teachers' plans and discussions with staff and pupils. It is clear that the school provides all aspects of the National Curriculum in

physical education. This is an improvement since the last inspection, when pupils did not get the chance to learn how to swim.

138. A particular strength of the provision in Key Stage 1 is the quality of dance. In both Year 2 classes, pupils show good spatial awareness and show confidence in their responses to the story on an audiotape. Many are very expressive and have developed balance and poise in their movements. When asked to act out the part of the giant in 'Jack and the Beanstalk', many pupils succeed in making imaginative, strong shapes, and they respond well to the mood of the music, showing flair and control. Pupils are reminded, in all lessons, of the importance of warming up before exercise and of cooling down afterwards.

139. By the end of Key Stage 2, pupils have developed sound games skills. In a basketball lesson, pupils threw and caught confidently and varied the speed and trajectory of the ball. Most dribble with reasonable control and all pupils play a short game of basketball well, showing awareness of space and working together as a team. A relative weakness in Year 6 is the lack of fitness of a minority of pupils; after a brief, but appropriate warm-up to start the lesson, some pupils were visibly exhausted and some needed to sit down before continuing the lesson. Pupils in Year 3 and Year 5 take part in swimming lessons at a local pool, and, by the time they reach Year 6, almost all pupils have reached the expected standard in swimming.

140. Progress through both key stages is satisfactory overall, although the excessive noise levels in a Year 3 lesson led to unsatisfactory progress for pupils in that class. In other lessons, the pace of work ensured that pupils practised their skills thoroughly and had time to refine their efforts. Teachers' evaluations of pupils' efforts, and the constructive manner in which pupils comment on each other's work, make a positive contribution to the progress made in both key stages.

141. Pupils enjoy physical education lessons. Apart from one lesson in Year 3, pupils behaved well, listening carefully to teachers and trying hard to complete tasks successfully. Pupils concentrate for long periods, as in the dance lessons in Year 2, and sustain a high level of interest and commitment. Positive attitudes have a clear impact on the progress that pupils make.

142. The teaching of physical education is satisfactory overall, although the teaching of dance in Year 2 is good. Lessons are well organised and have a good range of appropriate activities. In the best lessons, teachers evaluate pupils' work carefully, giving clear reasons why a certain performance is good, and indicating what needs to be done to improve further. In one lesson in Key Stage 2, the management of pupils was such that the noise level made it difficult for some pupils to concentrate fully on the tasks in hand.

143. The school has a well constructed scheme of work that shows the sequence of skills to be covered in each year group, as well as giving useful guidance to class teachers in their planning of lessons. The curriculum is supported by a reasonable range of extracurricular activities, including football and netball. Several matches are arranged against other local schools, to give older pupils the chance to take part in competitive team games.

144. The school has sustained the satisfactory provision described in the first report, and has improved the range of work available to pupils by the introduction of swimming.