

INSPECTION REPORT

BLAISE PRIMARY SCHOOL and NURSERY

BRISTOL

LEA area: Bristol

Unique reference number: 109118

Headteacher: Mrs Yvonne Roberts

Reporting inspector: Mr Fred Riches
23235

Dates of inspection: 30 April - 3 May 2001

Inspection number: 192474

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior with Nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Clavell Road
Henbury
Bristol

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Andy Hunter

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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23235	Fred Riches	Registered inspector	English	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
13828	Ron Ibbitson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
3764	Stephanie Lacey	Team inspector	Art and design; history; the foundation stage; special educational needs.	
24019	Ken Parry	Team inspector	Mathematics; physical education.	How good are the curricular and other opportunities offered to pupils?
23945	Anna Sims	Team inspector	Geography; music; religious education; equal opportunities.	Pupils' attitudes, values and personal development
21486	Chris Hill	Team inspector	Science; information and communication technology; design and technology.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blaise is a community primary school with 317 boys and girls on roll. In addition, 52 children attend the nursery classes part time. Children starting school bring a wide range of knowledge, skills and social development. For many, communication and social skills are well below average. All children live in the surrounding area, mainly in Henbury. The school is fully subscribed. A high proportion of families move in and out of the area, so many pupils have experienced disruption to their primary education. Most pupils are of white European origin. There are 22 pupils from ethnic minorities, including 13 for whom English is an additional language. These pupils are mainly Korean. The proportion of pupils eligible for free school meals is just over 32 per cent, which is well above the national average. Just over 36 per cent of pupils are on the school's register of special educational need. This is above average. Of these, eight pupils have statements of special educational need.

HOW GOOD THE SCHOOL IS

Blaise is a good school. Effective teaching and strong leadership ensure that pupils know what is expected of them. As a result of appropriate levels of challenge and support, pupils of all social and cultural backgrounds work hard and most are achieving well. Results in national tests at age eleven have improved significantly and were mainly better than those of similar schools last year. The school offers good value for money.

What the school does well

- Teaching is a strength, especially in the foundation stage, Year 6 and English.
- Pupils show enthusiasm for school because of the effective way staff relate to them.
- The headteacher gives an excellent lead, supporting all staff, delegating well and setting a clear educational direction.
- Staff provide good moral, social and educational guidance, setting personal targets for pupils and recognising their achievements.
- The school offers very good opportunities for pupils to extend their learning and develop interests at lunchtime and after school.

What could be improved

The school has already identified these areas for improvement. The inspection confirms that these are the top priorities.

- Standards in English and mathematics, especially by age seven.
- The behaviour of a small but significant minority of pupils.
- Levels of attendance.
- Teachers and parents working in partnership to support pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in March 1997. Results of national tests show standards rising significantly at age eleven in English, mathematics and science. Results are unlikely to be quite as good this year as last, because of the high proportion of pupils with special educational needs, but pupils of all abilities and backgrounds are achieving well. All key issues from the last inspection have been addressed. The school has made particularly good improvement in curriculum planning and provision for information and communication technology (ICT). The good quality of teaching has been maintained.

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
	1998	1999	2000	2000
English	E	D	D	B
mathematics	E	E	D	C
science	D	E	C	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Similar schools are those with between 20% and 35% of pupils eligible for free school meals.

The table shows that standards at age eleven have improved over the past three years. The school's performance is improving faster than the national trend. National test results showed a significant increase in 2000, for which the school won an award from the Department for Education and Employment. The table shows that pupils did better in English and science than those from similar schools. This is a particularly striking achievement, as Blaise has quite a mobile school population, which provides an additional challenge to teachers aiming to raise standards. The school also raised standards for seven-year-olds between 1999 and 2000, but results were still well below the national average and those of similar schools in reading and mathematics. In writing they were below similar schools and still well below the national average.

While standards at age eleven are improving and the school is meeting or exceeding the challenging targets set for English and mathematics, standards at age seven are not improving fast enough. The school recognises this and has introduced strategies to improve learning in Years 1 and 2. Standards seen during the inspection remain below average overall, but it has to be remembered that children's communication skills are weak when they enter school, and so they have some way to catch up. Pupils achieve well overall, with those in the nursery and reception classes and in Year 6 making the greatest progress. Standards in most other subjects are average, but in history at age seven and in art and geography at age 11 they are below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are enthusiastic about school and keen to learn. Many participate in additional lunchtime and after-school clubs.
Behaviour, in and out of classrooms	Satisfactory overall. Most pupils behave well, but a small number with emotional difficulties become angry in corridors and cloakrooms and disrupt lessons. Behaviour in the spacious grounds at break times is mainly good, with pupils playing together well.
Personal development and relationships	Satisfactory overall. A particular strength is the way Year 6 pupils carry out responsibilities at assembly and break times. All pupils recognise and applaud each other's achievements at weekly award assemblies.
Attendance	Poor. Despite the school's efforts, attendance remains well below average because of very poor attendance by a few pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Satisfactory	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 overall. It is very good in the nursery and reception classes and in Year 6. Teaching in English is good and includes several high quality lessons. In mathematics it is satisfactory and includes several good lessons. Teachers' planning and preparation for literacy and numeracy lessons results in effective focus on basic skills. Teachers use assessments well to organise and set work well matched to pupils' abilities. However, numeracy lessons are too long for pupils in Years 1, 2 and 3. Lessons are at their best in all subjects when the teaching is imaginative, catching pupils' interest, and when teachers keep up a brisk pace, challenging pupils and making the lessons exciting. A common weakness is teachers' tendency to talk for too long, not offering pupils sufficient opportunity to explain their thoughts and ideas. Usually class control is good, but in a small number of lessons it is a weakness. Overall, 96 per cent of lessons seen were satisfactory or better. Teaching was good in 45 per cent of lessons and very good in 22 per cent. One excellent English lesson was observed. Overall, pupils achieve well. Children in the foundation stage and Year 6 make very good progress. Pupils with special educational needs achieve well throughout the school as a result of sensitive teaching and well-planned additional assistance. Pupils learning English as an additional language also do well, particularly the Korean pupils, because home support is strong and the school assesses and challenges them well. Higher attainers learn successfully towards the end of the juniors, but are not so well challenged in Years 2 and 3.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Meets statutory requirements. Good breadth and balance for the foundation stage. Good focus on literacy and numeracy. A few subjects squeezed for time in junior classes. Speaking and listening not consistently planned.
Provision for pupils with special educational needs	Good. The co-ordinator organises provision, resources and records well. Teachers and assistants give encouraging support, ensuring pupils make good progress.
Provision for pupils with English as an additional language	Good. The co-ordinator has a clear overview of provision and teachers assess pupils well so that they challenge them appropriately. Good support from local education authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. A strength of the school. Committed teachers follow the headteacher's lead stressing the school's moral and social codes and practices. Assemblies contribute strongly. Good cultural development, including a strong multicultural emphasis.
How well the school cares for its pupils	Good. Another strength. Good child protection, health and safety provision. Staff know pupils well and relate to them effectively, offering patient guidance. Improved assessment procedures are being used well to set individual targets.

The school's partnership with parents is satisfactory overall. There are good initial home/school links, but not all parents are sufficiently involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher, who delegates well and supports all staff with management responsibilities. Particularly effective leadership by the English and foundation stage co-ordinators. The staff share a clear educational direction.
How well the governors fulfil their responsibilities	Satisfactorily. The chair gives a stable and conscientious lead to a mainly inexperienced governing body. Governors are supportive and eager to undertake training. They fulfil statutory requirements.
The school's evaluation of its performance	Very good. A strategic plan details the school's present position and identifies accurately the priorities for action and steps to be taken. Senior staff monitor the quality of teaching and all staff monitor standards by tracking pupils' progress and setting targets.
The strategic use of resources	Good. The school makes effective use of its budget to deploy staff and use the accommodation and learning resources effectively. The school is beginning to apply the principles of best value effectively with the support of the local authority finance officer.

Teaching staff levels are good, but nursery nurse and teaching assistance is only adequate. Accommodation is good. Resources are adequate, except in geography.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The inspection team received 85 questionnaire replies and 18 parents attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. (95%) • They make good progress. (96%) • The school expects children to work hard and do their best. (96%) • Teaching is good. (95%) • Staff are approachable. (95%) • Teachers help children become mature and responsible. (93%) 	<ul style="list-style-type: none"> • 21% are dissatisfied with the amount of homework • 18% feel they are not kept well informed about how their children are getting on. • 13% feel the school does not work closely enough with parents.

The inspection fully supports the very positive views expressed by parents both at the meeting and through questionnaires. In response to areas causing a minority concern, the inspection finds that the quality of information the school offers is very good. There are regular termly formal teacher-parent meetings and pupils' annual reports give a clear, comprehensive picture of their progress. As teachers become confident in using newly developed systems for tracking progress and setting learning targets, they plan to share them with pupils and parents. This will further improve the quality of information to parents. Homework arrangements are satisfactory, except for parents' involvement in reading with junior pupils. The school seeks to work together with parents, but needs to involve them more fully in knowing how to support their children's learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Results of national tests show overall improvement in standards

1 Over recent years, standards at age eleven have improved faster than nationally. Last year, there was a dramatic improvement and the results were the highest achieved by the school. The school's results were average in science and a little below the national average in English and mathematics. Pupils in Year 6 did better in English and science than those from schools with similar proportions of pupils eligible for free school meals. Results in mathematics were on a par with similar schools. Compared with the previous year, the proportion of pupils reaching the expected level 4 increased by 18 per cent in English, 23 per cent in mathematics and 27 per cent in science. An award from the Department for Education and Employment recognised the school's raised achievement levels.

2 Standards at age seven have remained well below average over the past three years in reading, writing, mathematics and science. Although the proportion of pupils reaching the expected Level 2 increased significantly between 1999 and 2000, results remained well below those of similar schools in reading and mathematics and below similar schools in writing. Teachers' assessments also show standards in science well below those of similar schools. No pupils achieved above the expected level for seven-year-olds in writing or science in summer 2000. Results over the past three years show that standards have not risen fast enough overall. However, results rose faster than nationally between 1999 and 2000, reflecting a tighter focus on the teaching of numeracy.

The effects of a changing pupil population on standards

3 The school's success in raising standards by age eleven over the past few years is particularly notable in the context of a changing school population. A quarter of the pupils on roll moved into or out of the school during the past year. This level of change has a disturbing effect on classes, particularly when several pupils involved come from families being relocated rather than choosing to move. The school's own analysis shows that only 21 of last year's 51 pupils in Year 6 spent their whole school career at Blaise.

The foundation stage; the nursery and reception years

4 When children start in the nursery their skills, knowledge and understanding are wide ranging, but well below average overall. Many have difficulties in settling into routines and relating to other children and adults. Several have a very limited vocabulary and find it difficult to communicate clearly. Overall, children make very good progress in the nursery and reception classes, especially in the development of their personal and social skills. Their performance by the end of the reception class year is no longer well below average, but still below average. As they start in Year 1, children's personal, social, emotional and physical skills are broadly average. Almost all have met the early learning goals. Their skills in the remaining four areas of learning (communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development) are below average, despite the very good learning that has taken place. Around two thirds of the pupils have reached all of the early learning goals.

Standards at age seven in the current year

5 Pupils in Year 2 show a wide range of attainment, but there are more pupils with learning difficulties than higher attainers. As a result, standards overall are below average in all aspects of English and in science. In mathematics they are well below average. Pupils in Year 1 are doing well, particularly those with special educational needs, as a result of a very

well organised support programme. Pupils in Year 2 have had changes of teacher during the year and classes are less settled. They are currently making satisfactory progress, but have not done as well as they could throughout the year. Higher attainers do well in reading, but could do better in writing and science. All pupils could do better in speaking and listening, where they have insufficient opportunity to explain their thoughts and ideas.

Standards at age eleven in the current year

6 Standards at age eleven are not quite as high as in 2000 because the year group contains a higher proportion of pupils with special educational needs. The quality of teaching in Year 6 is high and the school is set to meet the challenging targets agreed for literacy and numeracy. As a result of the high quality teaching and closely matched tasks, pupils of all abilities are achieving well in their final year. Pupils with special needs receive appropriate support and those with high attainment are challenged well. Pupils of broadly average ability receive booster lessons and revision homework, which help them achieve well. Nevertheless, standards in English and mathematics remain below average. Standards in science are average, with pupils gaining skills and understanding through experimental and investigative work as well as factual knowledge. As in the infant classes, junior pupils do not have sufficient opportunity to explain their understanding or share their ideas. Standards of listening are satisfactory, but standards of speaking are below average and this hinders pupils' progress in their thinking and in studies across the curriculum.

Standards in other subjects

7 Standards in design and technology, information and communication technology, music and physical education are broadly average at age seven and eleven. Standards in ICT have improved considerably since the last inspection, when they were weak. This is due to improved resources and training for teachers. Pupils achieve well when working in the ICT suite, but are not currently making sufficient use of classroom computers to support their learning in other subjects. Another previously weak area that has improved is design and technology, again largely because of improvements in planning and resourcing. While standards in physical education are average at age seven and eleven, in a few junior lessons observed, pupils do not show a positive attitude and standards suffer. Standards in history are unsatisfactory at age seven, but satisfactory by age 11. Standards in art and geography are satisfactory at age seven, but below average at age eleven. The development of these three subjects has understandably been a low priority while the school has focused on raising standards in literacy and numeracy. Limited time allocations and underdeveloped teaching of skills are contributory factors to weaknesses in these subjects. The school also has insufficient resources for geography. Standards in religious education meet the requirements of the local Agreed Syllabus. Pupils achieve well in this subject as a result of good teaching and an interesting curriculum.

Equality of opportunity

8 There is no significant variation between results achieved by boys and girls at age seven or eleven. Pupils learning English as an additional language do well, especially those from Korean families. They receive good support from school, home and the local education authority support agency. Several are higher attainers who pick up the English language quickly, as they are fluent in their mother tongue and 'catch' the language of their peers in conversation. A few do very well in mathematics, as the school has recognised their talents in this field and set challenging work, ensuring that any deficiency in English does not hold up their mathematical progress. The few pupils speaking another first language also receive well-organised support from the school and make similar progress to their peers, as do other pupils from ethnic minorities.

9 At Blaise, a few pupils in each year group are gifted and talented. They make good progress as a result of teachers' identification of their skills and the appropriately challenging

work set. More pupils than average have difficulties in learning to read and write. Many also find it hard to understand mathematical concepts. They are very well supported in the foundation stage, where staff work with them successfully to raise their self-esteem and help them to become confident learners. While they still have difficulties in using and understanding language, they make very good progress in this area because of the rich opportunities provided for speaking and listening.

10 In Year 1, with carefully targeted support, pupils with special educational needs are making good progress. In Year 2, they make the same steady progress as their peers. Pupils in Years 3 to 6 make good progress. Pupils with emotional and behavioural difficulties make satisfactory progress in the main. In a few lessons they make particularly good progress because of teachers' careful motivation and support. In a few lessons their behaviour has a detrimental affect on the progress of their peers, when teachers do not manage their behaviour effectively.

11 Some pupils have more severe learning needs. A few have a statement of special educational need and others receive extra support through the authority's screening programme. These pupils also make the same progress as their peers because of the extra support that they are given. They achieve well overall, but remain a long way behind their peers because of their particular problems.

Strengths:

- *Very good progress made in the foundation stage, especially in personal, social and emotional development*
- *Very good progress in Year 6*
- *Significant improvement in standards at age 11 since 1999*

Areas for development

- *Standards in English and mathematics*
- *The development of pupils' speaking skills*
- *Challenge for higher attainers at age seven in writing and science*
- *Standards in history at age seven and in geography and art by age eleven*

Pupils' attitudes, values and personal development

Starting school

12 Children in the nursery are happy and confident at the end of their second term in school. Most come eagerly into the classroom and do not find the parting from their parents and carers stressful. They settle happily to the first activity of the session. They get on well with the staff and other children and obviously feel safe and secure. They are interested in the many stimulating activities provided and choose what to do independently. The 'Macdonald's' restaurant is very popular. They listen very well to staff and conform to school routines, such as lining up for their walk to physical education in the hall. Most clearly know the difference between right and wrong. Children's records and discussions with staff show that these children have made very good progress in their personal, social and emotional development since starting school.

Pupils' Attitudes

13 Most pupils have good attitudes to learning. The response of pupils during the inspection was good or very good in the large majority of lessons seen. Most pupils throughout the school concentrate well in their lessons, enabling teachers to maintain a brisk pace without frequent interruptions. These positive attitudes have been maintained since the previous inspection.

14 Pupils enjoy coming to school and feel that teachers make lessons fun. This was particularly evident in a geography lesson with younger pupils, where puppets were used to help them plan a route from their classroom to the office. Pupils listen attentively to their teachers and respond confidently to questions. Year 2 pupils, for example, offered a wide range of weather words in a music lesson and were delighted when their choice matched the teacher's own. The older pupils listened with rapt attention to the sensitive reading of a passage 'Ideas of Heaven' and reflected quietly as the teacher shared with them her idea of Heaven, the peace of her garden.

Behaviour

15 The majority of pupils behave well. However, the unsatisfactory behaviour of a small minority has a disruptive effect on other pupils in a number of lessons. Behaviour overall is satisfactory, but it is unsatisfactory on occasions, because of the effect of the minority. This is not as good a picture as that reported by the last inspection.

16 Most pupils are polite and well behaved in lessons and around the school. They walk sensibly about the school supported by monitors at various positions in the corridors. They enter the hall quietly for assembly and enjoy listening to the introductory music.

17 A significant minority of pupils exhibit challenging behaviour in some lessons and outside the classroom, tending to become easily annoyed in corridors and cloakrooms. Both staff and mid-day supervisory assistants deal with these incidents around the school effectively.

18 Pupils are very aware of their personal targets and classroom rules and almost all respond immediately when teachers make reference to them. The three school targets for this term are displayed in prominent positions around the building. Some parents at the pre-inspection meeting were concerned about the poor behaviour at lunchtime. There was no evidence of this during the inspection, other than the occasional emotional outburst by one or two older pupils. Behaviour in the playground and on the spacious field was good. A range of play equipment is available and pupils play well together in a variety of activities.

Personal development

19 Pupils' personal development is good. The oldest pupils show a mature sense of responsibility. They prepare the hall for assembly and take on monitoring duties at play and lunchtimes. Pupils throughout the school willingly help in the classroom, giving out books or clearing away equipment quietly. They have opportunities for making choices in the wide range of lunchtime and after-school activities available. They receive sensitive and effective adult support. Pupils are friendly and polite. In one lesson, pupils were listing things that were important to them: 'my family, my teacher, school, chocolate and Ofsted inspectors'!

Values

20 Pupils show respect for their teachers and other staff, who earn their respect by the patient care and attention they give. Pupils recognise that staff know them well and those with emotional difficulties respond to their class teacher's look or quiet word. Pupils recognise the school's values and show appreciation of their peers in weekly sharing assemblies. Pupils of all ages clearly value the certificates they receive in recognition of their efforts. Classes receiving awards from the senior lunchtime supervisor expressed delight at their team award, reflecting the message of the week's assemblies about teamwork. As a result of committed effort by all staff, pupils are learning the effect of their actions and words on others. They recognise right and wrong, but a minority lack self-esteem and self-discipline, needing constant careful attention.

The attitudes and behaviour of pupils with special educational needs

21 Fourteen per cent of pupils are on the register of special educational need because they have emotional or behavioural difficulties. Overall they are making good progress towards the targets set to improve their behaviour and raise their self-esteem. In lessons, most of these pupils are involved and interested for most of the time. Occasionally they find it hard to participate sensibly, but respond well to the school's arrangements for dealing with lapses in their behaviour. Sometimes they work outside the classroom with a teaching assistant, ensuring that they do not disrupt lessons or distract their friends.

22 Similarly, at playtimes, the same pupils respond well to the clear guidelines set for good behaviour most of the time. There have been incidents of bullying, but the headteacher deals with these swiftly and efficiently and involves parents immediately. When talking to an inspector about pupils' reasons for bullying or being nasty to each other, the perceptive response of one pupil was, 'They are insecure.' On occasions the behaviour of a few of these boys and girls has been too far outside the boundaries set by the school and individual pupils have been appropriately excluded from school for a short period.

Attendance

23 The school's attendance rate was above the national average at the last inspection but has fallen since then. The majority of children attend school regularly, but a significant number of pupils with a poor record of attendance adversely affect the overall rate, which is well below the national average.

24 All absences are authorised, mostly on medical grounds, but a significant number are because of family holidays taken in term time. There are signs that the attendance level is now improving due to the school's effective monitoring of absences. Getting to school on time is a problem for some children and there are some persistent latecomers.

Strengths

- *Enthusiasm for school*
- *Readiness of Year 6 pupils to take responsibility*
- *Children's attitudes and behaviour in the foundation stage*
- *High participation level in additional activities*

Areas for development

- *The attitudes and behaviour of a minority of pupils*
- *A significant minority of pupils with a record of poor attendance have an adverse impact on the overall attendance rate*

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25 Teaching is a strength of the school. Of the 83 lessons observed, 96 per cent were satisfactory or better, with 67 per cent good or better. This included 22 per cent of very good quality and one excellent English lesson. Teaching is consistently strong in the foundation stage and Year 6. Examples of high quality teaching were also observed in Years 1, 4 and 5. The strongest subject teaching is in English. The small amount of unsatisfactory teaching was in three lessons, where disruptive behaviour affected the focus and pace of pupils' learning. Teaching is very good in the foundation stage, satisfactory in Years 1 and 2 and good in Years 3 to 6. The standard of good teaching overall has been maintained since the last inspection.

Strengths in teaching

26 Notable among the strengths of teaching throughout junior and infant classes is the good quality of joint planning. Another consistent strength is the conscientious preparation and organisation of resources. The clear briefing and thoughtful deployment of teaching

assistants is another common feature. Teaching assistants relate well to the groups and individuals to whom they are attached and make a very positive contribution to pupils' learning. These consistently good qualities contribute to well-focused and well-organised lessons. Pupils almost always know what they should be learning because teachers write up the main teaching points and draw pupils' attention to these at the outset. Teachers make good use of day-to-day assessment, ensuring that pupils' work is marked regularly and that new work is matched to their abilities and understanding.

27 In the best lessons, a touch of imaginative flair and a sense of urgency is added to the above qualities. Teachers choose relevant and interesting activities and show through their lively manner that they are energetically involved in what they are doing. Lessons such as those in Year 5/4 classes (using Aboriginal music, Pandora's Box and investigating Haiku poems) and those in Year 6 (using the spider's application to become a beetle and Paul Magee's letter 'To the owner of that dog') caught pupils' imaginations. In these lessons, the quality of discussion and questioning was higher because teachers conveyed their own sense of enjoyment in what they were doing. Pupils recognised this and became equally engrossed in the activities, learning very successfully. Typical features in these and other good and very good lessons are a swift start, a brisk pace and clear expectations that everyone will participate. In one Year 6 English lesson, for example, the teacher was not content with four or five hands going up to answer a question and asked all to turn to a partner and discuss in pairs for 30 seconds. A further feature, which ensured participation without disruption by a few emotionally upset pupils, was patient understanding. In one or two lessons, for example, teachers offered a quiet personal word to recognise a child's emotional state before proceeding with the lesson, giving space for them to recover and join in.

Areas for development

28 Where teaching was unsatisfactory, it was due to ineffective strategies to control and focus pupils in situations where a few presented challenging behaviour and others became distracted or noisy. Teachers did not ensure that pupils met their expectations. Learning was less successful in lessons where the teacher talked for too long, keeping pupils sitting on the carpet well beyond their concentration span. The choice of teaching material was also a reason why pupils lost interest in a few lessons. Though teachers focused well on the learning points, neither they nor the pupils were excited by the activities. The lack of a sense of challenge left a number of lessons satisfactory, but lacking sparkle. While teachers use homework well in the main, teachers do not help parents sufficiently to support their children's reading from Years 3 to 6. In history in Years 1 and 2 and art and geography in Years 3 to 6, teachers do not give sufficient attention to developing pupils' skills. Teachers are also not planning consistent use of classroom computers to support pupils' learning across the curriculum. A few teachers lack confidence in ICT, art and music.

Teaching of literacy and numeracy

29 The teaching of literacy, with an emphasis on writing, has been a major focus for the whole school. It is good overall and especially strong in Years 4, 5 and 6, with one very good lesson also seen in Year 1. Very good choice of materials and teachers' enthusiasm stand out in the best lessons. Teachers put good emphasis on the teaching of phonics and spelling. Large variations in the quality of pupils' handwriting show that this aspect, though good in some classes, is not taught consistently well. Regular ERIC (Everyone Reading In Class) sessions ensure additional focus on guiding pupils' reading and developing their skills in groups. Reading diaries for pupils in Years 1 and 2 offer a good opportunity for parents to support their children's reading, but this opportunity is lost from Year 3 onwards, with parents consequently less involved. Throughout the school, teachers are implementing strategies to improve pupils' writing skills, as this is a top priority in the improvement plan, following analysis of test results.

30 In the best mathematics lessons, teachers set a challenging pace through the use of time limits. All teachers use the format of the numeracy strategy, but some more effectively than others. The use of a full hour daily in infant classes and in Year 3 leads to a loss of pace and momentum. In the main, teachers use the initial quickfire mental session well, expecting full class involvement and getting it. Overall, teachers do not encourage pupils to explain their calculations to the class or require pupils to listen to each other's workings sufficiently. In most plenary sessions, teachers review the learning together with pupils. Occasionally, despite the long lessons, they do not leave enough time for the closing plenary, losing the opportunity for pupils to express what they have learned. This is sometimes because their introductions have been too lengthy and sometimes because they have not set appropriate time limits for group work.

Teaching in the foundation stage

31 Teaching in the foundation stage is very good. This is a further improvement on the positive picture painted by the last inspection. It is particularly strong in the nursery class and children move on very quickly here, especially in their personal social and emotional development. One of the reasons is the very good teamwork between the teacher and the nursery nurse. This involves joint planning and evaluation as well as a very effective partnership during the working day. Staff plan interesting and relevant activities in both nursery and reception classes, with the result that children are caught up in the excitement of learning and make very good strides. Their progress is noted, usually by teaching staff on individual assessment sheets. Children are encouraged to be independent, to make choices and to use tools and materials independently. Again, work in this area is stronger in the nursery class and helps children to think for themselves. Underpinning the work in the foundation stage are the very good relationships between children and staff. Staff help children to feel safe and secure and take care to value all that they do. This helps them feel good about themselves and gives them the confidence to tackle challenging tasks.

Ensuring equality of opportunity

32 Teachers make certain that all pupils learn in an environment appropriate to their needs. They give particular attention to pupils with special educational needs to ensure that they make the best progress possible. Those learning English as an additional language have limited individual support, but most, especially the Korean pupils, receive a high level of parental support, which greatly benefits their learning. Teachers plan work well to meet the differing needs of all pupils. They set appropriately challenging work for higher attainers.

The teaching of pupils with challenging behaviour

33 Each year group contains a small number of challenging pupils. Where teachers plan lessons which capture pupils' interest, set clear expectations and a good, brisk pace, these pupils respond, for the most part, by forgetting their tendency to disrupt, as they become interested and caught up in what is happening. Where pupils have to sit for lengthy periods mainly listening to the teacher talking, those with emotional difficulties are the first to become restless and are liable to disrupt others. Where teachers are sensitive to this, they keep instruction brief and to the point. In one lesson, the teacher chose a pupil with challenging behaviour to demonstrate a difficult mathematical concept to the class at the start of a lesson. Knowing he could do this, the teacher had effectively engaged him in learning, acknowledging his need to be recognised and boosting his self-esteem. He worked well throughout the full sixty minutes of the lesson. One strategy not seen often during the inspection was the use of praise of the class or of individuals or groups to draw the few who are not engaged into participation because they wish to be recognised as well. This 'positive behaviour reinforcement' strategy was missing in a number of lessons where pupils were not fully engaged in the learning. A strength in behaviour management in some lessons was the teacher's use of pace and challenge. In a Year 1 lesson, for example, the teacher closed her

eyes and counted to ten, expecting pupils to clear away efficiently and be ready for the plenary session. They enjoyed her praise on finding them ready as her eyes opened.

The teaching of pupils with special educational needs

34 There are some significant strengths in the teaching of pupils with special educational needs. One is the warm care and support given by staff. Both teachers and assistants are very patient and hold pupils' emotional needs in mind when supporting them academically. As a result, pupils feel more confident to tackle new learning and are willing to try new tasks. The planning of learning tasks is also good, whether the pupils are working as part of the class, when they are given especially designed activities, or when they are working with a teaching assistant on specific tasks outside the classroom. The close partnership between teachers and assistants also has a positive impact on the quality of the support provided. In one or two group sessions in corridors, however, pupils' learning was hampered by a lack of practical equipment to bring the activity to life. Some groups of lower attaining pupils, most notably in Year 2 numeracy sessions, do not have regular input from a teacher. In this situation, too much responsibility is placed on teaching assistants.

Strengths:

- *Teaching and learning in the foundation stage and Year 6*
- *Teamwork in the nursery*
- *Good teamwork between co-ordinator, teachers and assistants to support pupils with special educational needs*

Areas for development:

- *Use of practical equipment with pupils with special educational needs*
- *Teaching of lower attaining numeracy group in Year 2*

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

35 The school provides a satisfactory range of curriculum and other opportunities to promote pupils' intellectual, physical and personal development. It is relevant to the particular learning needs of the pupils at Blaise, especially in the basic skills of literacy, numeracy and personal development. Very good progress has been made in addressing the weaknesses identified at the time of the last inspection. The curriculum is now broad and balanced and fully meets the statutory requirements of the National Curriculum and the Bristol Agreed Syllabus for religious education.

Curriculum planning

36 The school has worked very hard and successfully to address the key issue from the last inspection concerning a lack of continuity in pupils' learning. Planning for English and mathematics is now based on the national strategies for literacy and numeracy, which also determine the level of work to be expected from each year group. They have been introduced successfully throughout the school and have made a significant contribution to the confidence and expertise of all teachers in these subjects. The school has identified a need to improve standards in writing and the co-ordinator has introduced a series of strategies to address this. In addition, nationally approved guidelines for all other subjects have been adopted and are consistently implemented by all teachers. They provide clear guidance on the systematic development of knowledge, skills and understanding to ensure that pupils' learning builds successfully on their earlier experiences as they move through the school. A particular strength is the level of co-operative planning that is undertaken by teachers to ensure that pupils within the same age group have similar learning experiences. This is evident in all subjects and throughout the school. One area receiving very good focus in the foundation stage, but not yet fully planned for the rest of the school, is a programme for the

inclusion of speaking and listening opportunities across the curriculum. The school is about to implement its final draft of an overview of the whole curriculum, which ensures full coverage of all subjects and deals appropriately with planning for pupils in mixed-age classes.

Planning in the foundation stage

37 The work planned in the nursery and reception classes is firmly based on the recommended curriculum guidance for the foundation stage. The school is developing its own planning document for work in this area. It gives good attention to all of the six areas of learning. This includes due emphasis on children's personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. However, more work is needed on planning activities outside so that both nursery and reception children are provided with challenging opportunities to develop their skills, knowledge and understanding.

Curriculum balance

38 The curriculum is balanced satisfactorily between the subjects, with literacy and numeracy quite correctly being allocated the largest proportions of time. However, there are a variety of constraints and pressures that cause difficulties on a day-to-day basis. For example, the total weekly teaching time in Year 3 to 6 is less than the recommended minimum and below average compared with schools nationally. In addition there is a weakness in the length of some of the lessons. In a lengthy numeracy session, for example, despite the best efforts of the teacher, pupils in Year 2 found it very difficult to sustain concentration through to the end of the lesson. The overall effect is to squeeze the time available for teaching foundation subjects. Currently, this is affecting standards in history in Years 1 and 2 and art and geography in Years 3 to 6. The school has not yet considered adjustments to the timetable that would allow more effective use of the available time. These are factors that clearly contribute to the challenge faced by all teachers in ensuring that all subjects are covered in sufficient depth.

Equal opportunities

39 All pupils have equal access to a rich variety of opportunities, which enable them to develop their personal interests and effectively promote their physical, social and intellectual development. The prospectus highlights the school's aim, 'to develop each individual's talents as fully as possible' Work in parallel classes is well matched so that pupils in these classes receive a similar curriculum. Planning identifies the learning needs of pupils of differing attainment. As a result, higher attainers and average attainers are challenged appropriately, while those who need support receive it through teaching assistants, additional resources and tasks matched to their ability.

Curriculum for pupils with special educational needs

40 Pupils with special educational needs generally learn alongside their peers and so are involved in learning about the same subjects and topics. In most lessons, and especially literacy and numeracy, activities are planned carefully to match their learning needs. In a few sessions and year groups pupils are taken out of the classroom to work on particular tasks. This happens in Year 1, where pupils with learning difficulties have extra help in English as part of the Early Intervention Strategy and in Years 3 and 4, where pupils are also supported in reading and writing through the Additional Literacy Strategy. In Year 5 pupils have additional support in mathematics. This has been very effective in helping pupils to move forward. Teachers are aware of the need to monitor which subjects pupils are missing at these times. Pupils with more significant difficulties have individual learning plans with appropriate targets set for them. These are drawn up by the class teacher in consultation with the special needs co-ordinator. Classroom assistants also share the information recorded.

Extra-curricular and other activities

41 A very good range of additional activities enhances the basic curriculum. All teachers are to be commended for their contribution to an extensive and varied weekly programme of after-school and lunchtime clubs. These provide opportunities for pupils of all ages to develop their intellectual, artistic and sporting interests. They include clubs for science, computers, art and dance. In addition there is provision for sports, such as football, netball and tennis. There is also provision for music, with a recorder club and a choir. These activities contribute not only to pupils' learning but also to their ability to work with and support pupils of other ages and from other classes. They are seen by the headteacher as an opportunity 'to show the children that we enjoy their company.'

42 A satisfactory range of visits and visitors supports and extends pupils' learning in subjects such as geography, history, religious education and science. Recent venues for educational visits have included a power station, a seaside location and Blaise Castle. Visitors to school have included a theatre group, the fire service, mothers bathing their babies in the nursery and, as part of a science study in Year 2, an optician.

Links with the community and partner institutions

43 The curriculum is supported by satisfactory links with the local community that have a positive impact on pupils' learning and personal development. Many of these arise through the active involvement of the chair of governors and the successful links that exist with local churches. During the inspection week, for example, members of the local clergy were involved in leading an assembly and supporting the teaching of religious education. The school clearly values these regular contributions, which challenge pupils to extend their knowledge and understanding. The school has also taken part in a project with Bristol City Football Club, designed to improve pupils' literacy and numeracy skills. An example of the school's proactive approach to curriculum development is to be seen in its plans to improve its community links by developing a partnership with local business and industry.

44 Relationships with partner institutions are good. The school belongs to a consortium of local primary schools that provides an effective forum for the sharing and exchange of ideas. Good links have also been established with a neighbouring special school, whose pupils will work alongside Blaise pupils on a design and technology project, sharing both resources and the expertise of staff. Pupils from the school spend some time in the nursery each week. In order to assist the smooth transition of pupils from Year 6 to the next stage in their education, a science week is planned for the summer term in collaboration with local comprehensive schools. Work started during the week will be extended and developed using the specialist facilities at the secondary schools as part of their induction programme in September.

Personal, social and health education

45 Personal, social and health education is delivered largely within the context of religious education, science and physical education. In line with the school's clear mission statement, it includes teaching on health, sex and drug awareness and makes some use of outside agencies such as the fire service. Each class is allocated a regular session on the timetable which teachers use in a variety of ways. On some occasions they deal with situations that crop up during the week, while at other times they follow a structured theme. While these arrangements are satisfactory, the school does not provide teachers with sufficient detailed information about exactly what should be covered each year.

Personal development

46 The school makes good provision for pupils' personal development. It permeates all aspects of school life and contributes to the school's caring ethos. The school quite rightly attaches great importance to this aspect of pupils' learning and this is reflected in the

emphasis it receives in the school's strategic plan. Within this overall picture the provision for pupils' spiritual development is satisfactory, while provision for moral, social and cultural development is good. Very good progress has been made in dealing with the weakness identified in the last inspection concerning pupils' understanding of the richness and diversity of cultures represented in contemporary Britain.

Spiritual development

47 The school's satisfactory provision for spiritual development benefits from good support from the local clergy, who are valued members of the school community. In addition, it is effectively promoted by the full involvement of all staff, including the midday supervisory assistants, in the well-structured assembly programme, where pupils experience opportunities for prayer and reflection. Teachers often link assembly themes to their teaching and on these occasions pupils gain maximum benefit from the whole school acts of collective worship. In lessons, older pupils are encouraged to reflect on ultimate questions, as in Year 6 where, in one session, the teacher inspired them to share their ideas of heaven. The teaching of religious education makes a very positive contribution to pupils' spiritual development.

Moral development

48 Arrangements for pupils' moral development are good. A strong moral code is evident in all aspects of school life. It forms the basis of teachers' good management of the challenging behaviour seen during the inspection and of the very strong support provided for teachers and pupils by the headteacher. Through the positive behaviour policy, pupils are encouraged to take responsibility for their own actions and to respect the feelings and beliefs of others. School and class rules are simple and straightforward and are shared with pupils and parents. All but a significant minority develop an understanding of what is acceptable and unacceptable and all are consistently expected to consider the impact of their behaviour on others.

Social development

49 Provision for pupils' social development is good. In its vision of 'Striving for Excellence' the school attaches great importance to pupils' self-esteem, self-discipline and respect. One of the targets set in order to achieve this aim is the formation of a School Council to enable pupils to have an opportunity to voice their opinions. On a day-to-day basis, teachers use strategies that require pupils to share and to co-operate. In this respect, as in all other aspects of school life, all staff consistently provide very good role models. Older pupils are expected to take on responsibilities and duties around the school while in all classes teachers provide opportunities for them to help with the smooth running of the classroom. Teachers provide opportunities to raise money for charities. In this way pupils are helped to understand that there are people who are less fortunate than themselves and that they can make a personal contribution to the well-being of others.

Cultural development

50 Provision for pupils' cultural development is good. Strengths identified at the time of the previous inspection in pupils' experience of local culture and that of a British heritage have been sustained. Good examples were seen in literacy and music, for example, of the opportunities teachers provide to promote this aspect of pupils' cultural development across the curriculum. In addition, there has been very good improvement in the development of work that reflects the diversity of cultural traditions represented in contemporary Britain. This is supported well by a good range of texts, artefacts and other resources, used to mount attractive and stimulating displays. Pupils and adults from within the school community make an effective contribution when given opportunities to share their experiences with others.

Strengths:

- *Consistent implementation of the national strategies for literacy and numeracy and the adopted schemes of work in all other subjects*
- *Curriculum planned for pupils with special educational needs*
- *Very good range of extra-curricular activities*
- *Good provision for pupils' personal development including very good improvements in multicultural aspects*

Areas for development:

- *Ensuring that the timetable and time allocation allow for all areas of the curriculum to be covered efficiently and in sufficient depth*
- *Improving planning for speaking and listening across the curriculum*

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Caring school

51 Blaise is a caring school. The provision of personal support and guidance is based on the good relations that teachers have with their pupils. Pupils feel secure. Year 6 pupils are confident about discussing personal problems with teachers and trust them to listen and show understanding. Class teachers know their pupils well. Appropriate support is given to pupils who have special educational needs and to those learning English as an additional language. The school has maintained the good quality of its welfare and support of pupils reported by the last inspection.

Child protection

52 Arrangements for child protection are good and records are securely maintained. The headteacher has ensured that all staff are aware of the procedures to be followed. The school has good contacts with the appropriate external agencies.

Health and Safety

53 Promotion of pupils' wellbeing takes place at all levels by caring teachers and support staff and there are five qualified first-aiders in the school. All accidents are recorded. The governing body's Premises and Health and Safety Committee deals effectively with health and safety matters and all statutory checks are carried out. The keeping of health and safety records, however, is unsatisfactory. Records of risk assessments for example, were not available at the time of the inspection.

School Meals Supervisory Assistants

54 The school meals supervisory assistants play an important role in supporting children, operating a reward system for good behaviour. Kitchen staff are aware of pupils with particular dietary needs. At weekly celebratory assemblies, the senior supervisory assistant gives awards to individuals and to whole classes for good behaviour, for achievement and for making special efforts.

Monitoring behaviour

55 The school has a good behaviour policy, which is implemented by all staff. The policy includes a system of rewards for good behaviour and sanctions for unacceptable behaviour. The school draws up contracts with pupils who might be at risk of being excluded because of unacceptable behaviour. The school closely monitors these children and the contracts are usually well supported by parents.

Monitoring attendance

56 The school is taking appropriate steps to address the problems of irregular attendance and lateness by a few pupils. Arrangements for monitoring and promoting attendance and

punctuality are good and improvements are beginning to take place. Some year groups for example are now attaining the attendance target set by the school. The school works closely with the educational welfare officer who visits the school regularly and investigates cases of unexplained absence.

Assessment in the foundation stage

57 Assessment of children's learning in the foundation stage is good. Children are assessed when they start in the nursery using the school's own assessment sheets. In the reception year children are assessed within the first term, using the local authority's assessment package. This provides a useful picture of children's attainment at Blaise in comparison with children in other Bristol schools. At the end of the reception year, staff again assess children to note the progress that they have made in all areas of learning.

Assessment procedures and their use overall

58 Assessment procedures are good in mathematics and science and particularly effective in English. The school's main focus has been to improve the assessment in core subjects. Procedures in foundation subjects are as yet underdeveloped. Teachers throughout the school are making increasing use of assessment information in planning the next stage of pupils' learning. In addition to statutory national tests in Years 2 and 6, the school uses the optional national tests in Years 3, 4 and 5. Teachers undertake a thorough analysis of errors and the results are used effectively to inform future planning. School portfolios are in place in English, mathematics and science, and all teachers are involved in analysing and comparing work samples to agree the standards shown. Both the school's procedures and teachers' use of assessment information have improved since the last inspection.

59 The school has made a good start in setting improvement targets for pupils and tracking their progress through the school. Teachers are growing in confidence in making accurate assessments and are setting more realistic targets for year groups and individual pupils. All pupils have their own targets in English and older pupils are involved in the target-setting process. The use of progress books for writing, with annotations and highlighted statements showing what National Curriculum level the pupil has achieved, offer a positive way forward for involving pupils and parents in reviewing progress and knowing what to do next.

60 The headteacher and co-ordinators effectively monitor and review planning, teaching and learning to ensure the needs of individual pupils are met. They make analyses of attainment by gender and ethnicity, and note especially those who were born during the summer months.

61 The school has recently purchased an assessment software package and staff are undertaking training to use the package to enter and interpret the information. The school has a significant turnover of pupils, but has yet to monitor fully the progress of pupils who remain at the school against those who have been at the school for a shorter period.

Identifying pupils' special educational needs and assessing their progress

62 Pupils with special educational needs are identified early and a modified curriculum and sometimes extra support are provided. Staff keep careful records of the progress of pupils with special educational needs, especially when they are working in a small group or individually with a teacher or support assistant. These assessments are then used to plan the next step in learning. The special needs co-ordinator also keeps information about each pupil on the register. Some of these files are quite extensive and the co-ordinator is aware that a simple tracking system to show the progress and provision for each pupil would be useful, so that information could be shared more readily with staff and parents. Individual education plans are used effectively in the main to help pupils make good progress, but despite the school's efforts, parental involvement is occasionally limited, restricting the

effectiveness of the plan. Outside agencies are involved appropriately in assessing the needs of pupils with more profound problems. There are about thirty pupils who fall into this category. Eight of these pupils have been given a statement of special educational need, which is based on a very detailed assessment of their needs.

Strengths:

- *Children feel they can look to teachers for support and guidance*
- *Child protection arrangements are good*
- *Assessment procedures and their use in English*
- *Early identification of pupils with special educational needs*

Areas for development:

- *The keeping of health and safety records*

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Parents views of the school

63 Parents confirm through discussions during the inspection, at the pre-inspection parents' meeting and in replies to the parents' questionnaire, that they find the school approachable. The headteacher and her staff are willing to listen to any concerns parents may have about their children. This is an improvement since the last inspection and is a strength of the school. Parents' views of the school are positive. They are pleased with their children's progress, with the teaching provided and the fact that children are expected to work hard and do their best. They also consider that the school is helping children to become mature and responsible. Some parents felt that they could be better informed about how their children are getting on and a few were not satisfied with homework arrangements. Inspection findings show that the information on pupils' progress is very good and that homework provision is satisfactory except for arrangements for reading at home for pupils in Years 3 to 6.

Information to parents

64 Informative newsletters are sent to parents every month, which keep them up to date with school affairs. The school prospectus and the governors' annual report both fully comply with statutory requirements. They are well presented and informative. Annual reports to parents on their children's progress comply with statutory requirements and inform parents clearly of what their children can do. They also set targets for the following year. Parents have an opportunity to discuss the reports with class teachers. Parent consultation meetings are held termly, at which parents can see their children's work and discuss their progress with teaching staff.

65 The school encourages parents to take an interest in their children's work at home and has produced a booklet 'Help Your Child With Reading'. For the parents of children in Years 1 and 2, the school provides reading diaries, which are a useful means of communication between parents and class teachers. The books enable parents to see the progress their children are making and they can, as many parents do, add their comments. Arrangements for home reading from Years 3 to 6 are not so effective, with pupils taking responsibility for keeping a record of books read and for organising their own homework books. Teachers keep a class reading record and pupils use cards to records the books read, but these are little used by parents. While the arrangements develop pupils' independence and responsibility, they have the detrimental side-effect of limiting opportunities for parents to support their children's learning.

Parent helpers.

66 A number of parents come into school regularly to help, particularly in the nursery, reception and infant classes. Class teachers appreciate this support, which covers a range

of activities, including a few fathers helping in ICT lessons.

Breakfast Club

67 Children and parents can enjoy breakfast held at the school every morning before the start of the school day. This is popular with some children and also a few parents, who through this have a further interest in the school.

Friends of Blaise

68 There is an active association of friends, chaired by the headteacher, which through fund raising events has made considerable donations to the school. The association has given the nursery two robust 'trikes' and has provided a vaulting box for the school. The association has also provided music centres. The association's main event is an annual barbecue which, apart from being a means of raising money, also serves as an opportunity for parents, children and staff to meet socially. The association has recently started a newsletter to parents.

Building good relationships with parents

69 Before children start school in the nursery, the staff make every effort to build good relationships with parents and carers. They are offered a home visit and most take advantage of this. Children and parents are also invited to visit the nursery in the summer term before children start school. This helps children to settle into school quickly and provides opportunities for staff to explain what happens at school and for parents to raise any queries or concerns. Staff are welcoming at the beginning and end of sessions in the nursery and reception classes and are happy to discuss children's progress. Some parents support their children at home by sharing books with them, for example. This helps children to make good progress. Because the school involves parents at an early stage, it establishes a satisfactory partnership with most. There are, however, a small number of parents who, despite the school's best efforts, do not give their full support in addressing behavioural issues, which affect their children's learning in school.

Involvement of parents of pupils with special educational needs

70 Many parents of pupils with special educational needs are involved well in their children's education. A few parents do not work so closely with the school and staff have identified the need to improve this situation so that these pupils can move forward more quickly. Staff try to find the opportunity to discuss pupils' needs and progress with parents on a regular basis. This is easier in the younger pupils' classes, where parents are around at the beginning and end of the school day, but becomes more difficult as pupils become older and parents do not have daily contact with the school. Parents of older children are not all fully aware of the nature and extent of their children's needs. The school wisely tries to keep parents informed by word of mouth, hoping to develop a friendly partnership with parents. There is some written information sent to parents, but this does not always convey a clear or positive message. Letters sent to individual parents are official in tone and do not convey the caring support that is the reality. More work needs to be done in this area.

Contact with parents of pupils learning English as an additional language and ethnic minority parents

71 The school is careful to ensure good contact with parents of pupils learning English as an additional language. The majority of these are Korean and the school has a strong tradition of working closely with the children of ministers training for ordination in a nearby college. These pupils receive very good support in their learning from their parents. The school also has close links with the ethnic minority support agency and obtains support where necessary to develop closer relationships and understanding with parents.

Strengths:

- *Headteacher and staff are approachable*
- *Quality of information to most parents is very good*
- *Active friends' association supports the school well*

Areas for development:

- *Encouraging parents of older children to share books with them at home.*

HOW WELL IS THE SCHOOL LED AND MANAGED?

Leadership by the headteacher

72 The headteacher gives excellent leadership. Since her appointment 18 months ago, she has shown unstinting effort in her drive to raise standards and improve pupils' behaviour and attitudes. All staff and governors speak highly of the support and guidance she has given to them and to pupils and their families. The parents' questionnaire responses echo this praise. The results achieved last year are evidence that the school's strategies are having a positive impact on pupils. Recent recognition of the school's improvement by the DfEE has given the school a boost. Staff and governor morale is high. The headteacher has engaged her newly-appointed deputy in joint leadership training and in sharing the findings of their courses with staff. All staff have clear job descriptions and those with management responsibilities understand these well. Roles and responsibilities are clearly delegated. The school has a clear educational direction. The quality of leadership and management overall has improved since the last inspection.

Teamwork

73 There is a strong sense of teamwork. The level of staff enthusiasm and commitment is typified by such examples as Year 1 teaching assistants calling inspectors over to see the intervention strategy which is making a big difference to pupils' early reading and writing skills. Weekly sharing assemblies are another example of the way all staff contribute to raise pupils' self-esteem. The whole school celebrates an ethos which recognises effort and success.

Strategic planning

74 The headteacher and deputy have led staff and governors in the creation of a strategic plan, which sets out the school's current position and clearly identifies priorities for action. The thorough analysis of the current position is accurate and the priorities set are the right ones to take the school forward. Associated with the overall plan are action plans for each subject and various aspects of the school's life and work. These currently lack specific targeted outcomes related to pupils' attainment, but this is an easily rectified omission in the light of an otherwise very well prepared plan.

Monitoring standards and teaching

75 With useful support from the local education authority, the headteacher and key co-ordinators have monitored the quality of teaching in literacy and numeracy, providing oral and written feedback to teachers. The school has performance management systems in place, with targets set for all staff. The assessment co-ordinator has worked with literacy and mathematics co-ordinators to tighten procedures and staff are using these well to track pupils' progress and set individual and year group targets for literacy and numeracy. These are not yet shared sufficiently with pupils and parents, to help raise their awareness of what needs to be done to improve.

Role of the governing body

76 The governing body has taken some time to recover from a difficult period following the departure of the previous headteacher in May 1999. The chair welcomed the effective support of the local education authority during a difficult transitional phase, which involved a

considerable change of governors. The current governing body contains few experienced governors, but all new governors are enthusiastic and supportive. Many visit the school in session and several are taking up training opportunities. The chair has a clear picture of the role of the governing body and a good understanding of the strengths and weaknesses of the school. He and the headteacher are aware that the school needs to develop individual governors' confidence in their roles, particularly in the context of monitoring. The school has enlisted the support of the local education authority in creating more efficient financial management procedures, which will enable governors to monitor the budget and plan expenditure more tightly. The headteacher's reports are the vehicle through which governors monitor the curriculum and standards. While these give a full picture, few governors have the experience or expertise to ask the probing questions which will help support and challenge the staff effectively. The annual governors' report to parents is a clearly presented, informative document. The governing body fulfils all statutory requirements.

Equal opportunities

77 The school places great importance on equality of access to the curriculum and constantly questions its practice to ensure equal entitlement is offered to all pupils. Pupils have a very good understanding of what is meant by equality of opportunity because they have written their own policy. The opening sentence reads 'All children, any colour, girl or boy, should have an equal go at things.' There is a clear intention that all pupils' needs and abilities are met and this is achieved very well. The school's mission statement has an implicit belief that all children will succeed through experiencing quality in an ethos of support, challenge and encouragement. As a result of the conscientious efforts of staff, all pupils are receiving an education that helps them develop in all aspects of school life.

Leadership and management of the work with pupils who have special educational needs

78 The special educational needs co-ordinator gives very good leadership. She is experienced in working with pupils with learning and emotional difficulties and has a very clear view of what needs to be done to improve provision further. She works closely with the headteacher to allocate resources and takes responsibility for managing and supporting learning assistants. At the moment she has a class responsibility and has only a day to spend directly on special educational needs work. This time is spent in contacting support agencies and discussing pupils with other professionals, such as the educational psychologist. She also has to organise review meetings and deal with a large amount of paperwork. There is no time left for her to use her teaching skills with individuals or small groups and so her talents are wasted. The school has plans to improve this situation next year. The governors are beginning to be more involved in this area. There is a very clear policy, which is helpful to staff. The positive picture outlined at the time of the last inspection has been maintained overall.

Financial management

79 The last inspection report found that although the monitoring of expenditure was good the lack of appropriate technology to aid this was a serious drawback. This has now been rectified and financial information is now being recorded on a computer. The process of changing from hand-written to computerised accounts and the training of staff to use this technology is continuing.

80 The finance committee meets regularly and monitors expenditure against budget forecasts before reporting its findings to the full governing body. Governors ensure that budgets are set to take account of educational priorities and that expenditure is planned to meet these. They receive regular information from the headteacher and administrative officer. Together with good support from the local education authority, the school is beginning to apply the principles of best value in its spending decisions.

81 The headteacher and the school secretary conduct the day-to-day management of finance effectively. High priority actions from the most recent audit have been completed. A few medium and low priority items remain to be done. Money allocated specifically for certain areas, such as special education needs, is separately accounted for and properly used.

Staffing

82 The school is well staffed by appropriately qualified teachers. There is a good balance of age, experience and service. In most subjects, teachers throughout the school show good subject knowledge. A few lack confidence in art, music and ICT. Arrangements for the induction of staff new to the school are adequate. Support staffing levels are adequate, though not generous, given the high proportion of pupils with special educational needs, particularly with emotional and behavioural needs. Teachers and assistants are deployed effectively to meet the needs of pupils and the curriculum. The school has an appropriate level of administrative support. Office staff carry out their work efficiently and make parents and visitors welcome. There are sufficient lunchtime supervisory staff to maintain good care and supervision in fine weather, but teachers and assistants need to support during wet weather. The caretaker and cleaning staff are conscientious and work very hard to keep the school in a clean and tidy state. Corridors and classrooms are clean and cloakrooms and toilets hygienic.

83 The foundation stage staff are, for the most part, well qualified and experienced in work with young children. The school is fortunate in having two nursery nurses supporting work in this area, in addition to a classroom assistant. Staffing levels in the nursery and reception classes meet statutory requirements, but the layout of the building means that in the nursery particularly, at any one time some of the area cannot be used. Also, there is a high proportion of children with special educational needs, who need more help, especially in developing their language skills. In the reception classes, both support staff are part-time and this makes it more difficult to organise joint planning. The school has identified this as an area for improvement.

84 The school has wisely decided to maintain small classes, so that pupils with special educational needs can be better supported. Learning assistants also work with named pupils or on particular projects, such as the Additional Literacy Strategy. This is very beneficial, but it does mean that some classes have little extra support. This is so for the nursery, one of the Year 1 classes and for some of the junior classes in afternoon sessions. Teaching assistants have a range of experience and most have undertaken some training. They work well as a team. At the moment there is no extra teaching support for pupils with special educational needs. The school plans to strengthen its staffing complement next term by increasing the time allocated to special needs co-ordination. One area for consideration is the level of teaching assistance to be deployed in both infant and junior classes.

Accommodation

85 The school accommodation is spacious and set in pleasant and extensive grounds. Since the last inspection the school has improved the accommodation, with a room being converted into an ICT suite enhancing learning opportunities for all pupils. Accommodation is satisfactory, but the planned programme of decorating two classes a year will not be sufficient to maintain the school in a satisfactory condition. The school has also yet to address fully issues of heating in winter when the school is sometimes very cold and has necessitated younger children being sent home on occasion. The playground surfaces and extensive grassed areas allow good opportunities for play and physical education activities.

86 The space available for the foundation stage is good. There are several areas within the building and the outside area has been recently extended and also provides sufficient space for children to work outside. At the moment it is not used to its full potential for developing

children's skills in all areas of learning. This is because some further work is needed to enhance the surfaces and resources available. Younger children have appropriate space for outdoor play, but the range of outside apparatus and equipment is limited. A detailed plan for this work is in place.

87 The accommodation is adequate for pupils with special needs, but there is no designated room where resources can be stored and an attractive environment created for the pupils. At the moment the co-ordinator does not have designated office space to store records or meet parents. Pupils work in classrooms in the main. Sometimes they are withdrawn to the literacy room or alcoves in corridors.

Resources

88 Learning resources have improved since the last inspection and are satisfactory in all areas apart from geography. The library has been recently culled, with only good quality information books left. The school now needs to increase the number and range of information books available. Staff are very alert to needs, however, and have purchased reading books specifically to motivate junior boys, for instance, Investment in ICT and design and technology since the last inspection have addressed key issues highlighted. Resources in these subjects are now sufficient for the curriculum to be taught effectively.

Strengths

- *Leadership by the headteacher*
- *Teamwork and positive staff morale*
- *A very good strategic plan for improvement*

Areas for development

- *Deployment of teaching assistants and nursery nurses*
- *Heating in winter months*
- *Pace of redecoration*

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

89 In order to build on recent success, further improve the quality of education provided and raise standards, the headteacher, governing body and staff with management responsibilities should:

- (1) Raise standards in English by:
 - further developing the current strategies to improve writing;
 - involving parents more fully in setting and reviewing targets in reading and writing and helping them support their children in reading more fully in Years 3 to 6;
 - planning a consistent approach to developing pupils' speaking and listening skills;
(paragraphs 1, 2, 5, 6, 28, 29, 36, 63, 65, 103-123)
- (2) Raise standards in mathematics by:
 - raising expectations and quickening the pace in all lessons, partly by shortening the length of daily numeracy lessons in Years 1, 2 and 3;
 - identifying and challenging higher attainers earlier;
(paragraphs 1, 2, 5, 6, 28, 30, 38, 124-131)
- (3) Improve the standard of behaviour overall by:
 - ensuring all teachers have training to develop pupils' positive behaviour;
 - involve parents and support agencies in helping pupils with specific emotional and behavioural difficulties;
 - deploying teaching assistants to ensure high levels of support where required.
(paragraphs 10, 15, 17, 20, 22, 25, 28, 33)
- (4) Improve attendance levels by raising still further the high profile given to regular attendance and punctuality.
(paragraphs 23, 24)
- (5) Involve parents more fully in their children's learning by:
 - setting expectations of regular, focused joint reviews of children's progress towards agreed targets in English and mathematics;
 - building on the use of reading diaries to ensure regular parental involvement;
 - reaffirming the home-school contract and involving the pupils in publishing this.
(28, 29, 59, 62, 63, 69, 70, 75)

The following minor points should also be considered for inclusion in the action plan:

- Raise standards in history by age seven and art and geography by age eleven by improving the teaching of skills and breadth of coverage; *(7, 28, 38, 143-148, 154-160, 161-165)*
- Plan the use of computers in classrooms more carefully to complement the good use of the computer suite; *(7, 28, 170)*
- Improve attitudes towards physical education in junior lessons; *(7, 15, 28, 33, 180)*
- Review the allocation and adequacy of nursery nurse provision for the foundation stage and teaching assistance throughout the school; *(21, 34, 83, 84)*
- Address the heating problems affecting the nursery area; *(85)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	22	45	29	4	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	317
Number of full-time pupils known to be eligible for free school meals	N/a	102

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	6	119

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	51

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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
	2000	24	31	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	19
	Girls	27	27	27
	Total	42	43	46
Percentage of pupils at NC level 2 or above	School	76 (65)	78 (68)	84 (68)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	15
	Girls	27	27	26
	Total	43	46	41
Percentage of pupils at NC level 2 or above	School	78 (63)	84 (63)	75 (58)
	National	84 (82)	88 (86)	88 (87)

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

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
	2000	23	27	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	23
	Girls	19	16	21
	Total	37	34	44
Percentage of pupils at NC level 4 or above	School	74 (56)	68 (45)	88 (61)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	23
	Girls	18	16	23
	Total	35	34	46
Percentage of pupils at NC level 4 or above	School	70 (46)	68 (39)	92 (51)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	1
Chinese	1
White	228
Any other minority ethnic group	17

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	11	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	21.9
Average class size	24.4

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	140

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	721275
Total expenditure	678984
Expenditure per pupil	1866
Balance brought forward from previous year	13856
Balance carried forward to next year	56147

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	371
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	5	1	0
My child is making good progress in school.	60	36	2	1	0
Behaviour in the school is good.	40	45	9	2	4
My child gets the right amount of work to do at home.	29	41	15	6	8
The teaching is good.	56	39	4	0	1
I am kept well informed about how my child is getting on.	51	31	14	4	1
I would feel comfortable about approaching the school with questions or a problem.	74	21	5	0	0
The school expects my child to work hard and achieve his or her best.	58	38	1	0	4
The school works closely with parents.	48	35	12	1	4
The school is well led and managed.	54	34	4	1	7
The school is helping my child become mature and responsible.	55	38	6	0	1
The school provides an interesting range of activities outside lessons.	53	27	13	0	7

Percentages are rounded up or down to the nearest whole number and may therefore not total exactly 100.

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

90 The good provision in this area, outlined by the last inspection, has been developed and improved well. The quality of teaching is now very good overall and ensures that children move forward very well, especially in the development of their personal, social and emotional skills. The planning for work is securely based on the new curriculum guidance for the foundation stage and forms a firm basis for all areas of learning. A newly formed staff team for the foundation stage is beginning to come together, with a very strong partnership between the staff in the nursery class. The outside area has been extended to provide sufficient space for all the foundation stage children.

91 When children start school in the nursery, their skills, understanding and knowledge are wide ranging, but well below average overall. Many children have particular problems in communication and language and many find it hard to relate to other children and adults. They achieve very well in the nursery and reception classes. While around two thirds of the children attain the early learning goals in all areas of learning by the time they are ready to start Year 1, a high proportion of pupils have special educational needs. Consequently, at the end of the reception year standards are below average in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Most children achieve the early learning goals in their personal, social, emotional and physical development.

Personal, social and emotional development

92 Many of the children start in the nursery class with immature skills in personal and social development. They find it hard to take turns and share at first, for example. They have made tremendous strides in their first two terms and by the time of the inspection, all of the children were happy and confident. They play well with and alongside their friends and respond quickly to the nursery staff's requests and instructions. They have adapted well to the nursery class routines and are very settled at school. Children in the reception classes also work well with each other and settle sensibly to group tasks, as well as planning their own activities. In all three classes children are enthusiastic about school and clearly know the difference between right and wrong.

93 Children achieve very well in this area because staff encourage them to be independent and think for themselves. This focus is especially strong in the nursery. Here they are expected to manage tasks like organising equipment, cutting out and tidying away. They manage these with very little help. All staff are good role models for the children. They are positive and friendly and this helps children to try hard and feel that they are valued. Staff show great care for individuals. There is a 'special person' for the day, for example, who is expected to undertake special jobs for the staff, like taking the register to the office. Every week the headteacher presents a certificate to the child or group who has done particularly well and again this helps to raise their self-esteem.

Communication, language and literacy

94 Many children have difficulties in speaking fluently when they start school. Many have a very limited vocabulary and find it hard to understand complex sentences. Some have difficulties in articulating words and find it difficult to make themselves understood. In both the nursery and reception classes staff spend as much time as possible talking with children and take every opportunity to widen their vocabulary and understanding. There are many, rich opportunities for children to talk about what they are doing and feeling. In role play areas, for example, children enjoy entering into a different world. They learn new words and

negotiate with their friends in 'Macdonald's', 'Blaise Travel Agents' or 'Blaisbury's' supermarket. Consequently children make very good progress in this area, with most approaching the early learning goals towards the end of the reception year.

95 Children enjoy listening to stories. In one reception class session, for example, children were captivated by a tale about a 'Pink Man' and sat entranced for the whole of the story. They have the opportunity to look at books during the activity part of the day, but few children choose to spend time doing this. Some enjoy listening to story tapes. All children are encouraged to take books home to share with parents and carers. Few parents in the nursery take advantage of this opportunity. In the reception classes, all children have a home book bag, which contains their reading book, a reading diary and a home working book. Few parents record comments in the diary, although some share books with their children regularly. By the time they reach the end of the reception year children's reading skills are very wide ranging. A few read fluently, others have made a start and use initial sounds and picture clues to help them read the story. Many understand how books work, but some are still at the very early stages of reading.

96 Children in the nursery class understand that marks on paper convey meaning and some are beginning to write their own names. In the reception classes teachers give due emphasis to helping children to develop their writing skills by teaching them how to trace and copy writing patterns. Staff also spend time teaching letters and sounds with plenty of examples in the classrooms to remind children. Children are expected to write for a purpose. In one session, for example, children wrote the front page of their 'passport'. They included their name and age. At the end of the reception year children's skills are again wide ranging. Some have poor pencil control and find difficulty in forming letters, while others are beginning to write independently.

Mathematical development

97 Children enjoy working with numbers because staff make the tasks and work fun. In one nursery session, for example, the children sang 'Seven Humpty Dumpties' to the tune of ten green bottles. Seven children participated in this action song and all enjoyed watching them fall off the wall at the appropriate time. Some understood what happened when one was taken away from the whole number. They all entered into the activity with great gusto and enjoyed the point in the song when the teacher became a little muddled because of the introduction into the game of 'Benny' the class mascot. A cuddly toy also engaged children's attention in one of the reception classes, where 'Barney' was helped by the class to order three numbers on a washing line. This imaginative approach held the children's interest and some clearly understood the order of numerals to nine. Teachers in the reception area plan together and this is particularly effective in mathematical work.

98 The nursery nurse was used well in the sessions seen in the reception classes to play a game, which involved throwing bean bags into a bucket and keeping a tally score. This active involvement in learning helped the children to develop their counting skills in a purposeful situation. Children also learn about shape and in both the nursery and reception classes some children identify shapes like square, triangle and circle. They are given time to work at problems and in one session seen individual children concentrated well for an extended period on making symmetrical patterns with pegs.

Knowledge and understanding of the world

99 Staff work hard to help children to understand the world about them and to broaden their horizons. Routines are established early in the nursery class and this helps children to understand the pattern in the passing of time. They understand that change happens over time and nursery children are bringing in photographs to show each other how they have changed since they were babies. They learn how to care for living things and nursery

children enjoyed learning how to bath a real baby. In the reception classes children are studying how things grow. They looked closely at seeds in one session, for example, to see how roots and shoots develop.

100 The role-play areas are used very effectively to widen children's understanding of the world about them. Children learn how restaurants, shops and travel agents operate by running them themselves. This is a particularly rich experience when the staff join in with them. Children are also developing their skills in construction, with the construction toys particularly popular. They are also developing appropriate skills in using the computers. Many control the mouse well and reception children benefit from using the computer suite. In one session, for example, children worked in pairs on computers. They opened and closed programmes and used the mouse to click and drag. While children achieve well, the limited vocabulary of many children limits their understanding. At the moment the outside area is not used to its full potential for work in this area of learning, but plans are in place to make the garden a more stimulating environment.

Physical development

101 Children enjoy physical activity and achieve very well. Most reach the early learning goals during the reception year because of the good opportunities provided for them. Staff plan for both structured work and free play and this good balance helps children develop large motor skills well. Children are confident in their movements and use the space in the outside area and hall well. In a hall session, for example, nursery children enjoyed playing with balls, hoops and skittles. They were beginning to control them, although this was quite a challenging task. In another hall session, reception children showed good level of skill in throwing and catching and were wrapped up in the excitement of learning by the very good teaching. Children also enjoy using the space outside. Again opportunities are provided to throw and catch. Children also use the climbing apparatus, slides and tyres to balance and climb. They use the wheeled toys with skill. Children are also taught to manipulate small tools and equipment, such as pencils, brushes and scissors. They approach these tasks carefully and do well because they often work in a small group with a member of staff.

Creative development

102 Staff also plan carefully for children's creative development. A particular strength is the work in the role play areas, which enables children to make up their own stories. Good emphasis is also given to helping children to develop their artistic skills. In one session in the nursery, for example, children worked with a helper to make patterns with paint using a marble. They achieved well because of the good support given. Similarly, in the reception classes children worked with the teaching assistant or nursery nurse to make pictures in the style of Jackson Pollack and again became very involved because of the attention from an adult. Children are learning to appreciate the importance of colour and some very interesting work based on a painting by Van Gogh has helped them to move forward well. Children also have opportunities to sing and work with musical instruments. They enjoy this area, although some children lack confidence in singing.

Strengths:

- *Progress made in personal and social skills*
- *Teaching and learning, especially in the nursery*
- *Very good teamwork in the nursery*

Areas for development:

- *Planning for all areas of learning in the outdoor environment*

ENGLISH

Year 2000 test results show significant improvement

103 Standards in Year 6 national tests in 2000 were higher than those achieved in schools with similar proportion of pupils eligible for free school meals. Although the school's performance fell within the below average category nationally, the results in fact represented a huge improvement on the previous year. Pupils did better in reading than in writing, a pattern reflecting the national picture. Standards in Year 2 national tests were well below average in reading and writing in 2000. They were also below the standards achieved by similar schools. Results did show improvement on the previous year, however. Overall, the school has made good improvement since the last inspection.

Current standards

104 The inspection found that this year standards of seven and eleven-year-olds continue to be below average overall in speaking and listening, reading and writing. However, comparisons with national standards tell only part of the story. It is clear from observations of lessons and pupils' work that pupils are currently achieving well overall. Pupils achieve well in Year 1, where teaching is stimulating and support is very well targeted. In Years 2 and 3, pupils' achievement during the year and in the context of lessons observed is satisfactory overall. It is good in Years 4 and 5 and very good in Year 6. The improved achievement in Years 4, 5 and 6 results from teachers' careful assessment of pupils' abilities, from the setting of challenging targets for them, and from teaching that is well-matched to their learning needs in carefully grouped literacy sets and 'booster' sessions. Pupils with special educational needs are doing well because of the sensitive and well-organised support they receive, both in lessons and when taken out in small groups. Higher attaining pupils do well in the older junior classes because of the level of challenge set in the higher sets. Targets for infant pupils suggest the school is focusing more on pupils who find difficulty than those who need a challenge to extend their already well-developed skills.

105 The school does not have analyses from previous years to indicate whether pupils from minority ethnic backgrounds or those speaking English as an additional language are doing as well or better than other pupils. Staff are alert to these pupils' needs, though, and engage support services where necessary. In lessons seen, these pupils were achieving as well as their peers, with the Korean pupils doing particularly well as a result of the keen interest and support of their parents. Recent results show no significant difference in the attainment of boys and girls at infant or junior ages.

Speaking and listening:

106 Pupils' attainment in speaking and listening is low when they start school and continues below average throughout the school. Although a few pupils in each year group express themselves very well, a significant number lack confidence socially and in their ability to express themselves. Pupils' ability to listen, understand and follow instructions is satisfactory. They listen carefully to their teachers, but there are fewer examples of opportunities for pupils to listen to each other. Teachers' assessments recognise speaking and listening skills as a weakness and it is clear that it is speaking skills that require most attention.

107 Currently, pupils tend to answer teachers' questions in single words or short phrases. They do not take time to express their thoughts and feelings sufficiently through spoken language in literacy or in other subjects. In part, this is due to teachers spending too much time talking and not giving pupils enough time in the speaking role. In numeracy lessons, for example, few pupils are given time to explain the way they work out their answers. Inspectors saw little evidence of pupils addressing other pupils, with expectation that the pupil

audience would engage in comment. An exception to this was observed in a Year 6 drama lessons, where the teacher had planned a good opportunity for groups of four or five pupils to be involved in 'hot seating' in an interview situation.

Reading:

108 Pupils in Year 1 are working particularly hard to increase the number of words they recognise by sight and build up their knowledge of phonics. Staff make good use of a systematic programme to support pupils who are finding it difficult to get going with reading and this is having a positive impact. Records show pupils of all abilities making satisfactory progress. More able readers in Year 2 show good understanding, summarising the plot of the book they are reading, highlighting main points and finding them quickly in the text.

109 Teachers in Years 1 and 2 encourage pupils and their parents to keep a record of their home reading. The reading schemes provide a structured choice for pupils of all ages. Parents are encouraged to jot notes in a home/school reading diary about what was read and whether the child enjoyed it. The co-ordinator has produced a very helpful booklet for parents and staff use it at meetings with parents of children starting school. This emphasis on parental support and partnership as children start school does not appear to be maintained beyond the infant years. Junior pupils use a card to keep note of their books, but this system suggests that the school expects little active involvement from parents. In a situation where standards remain low, this apparent dilution of the parents' role from Year 3 onwards can only be detrimental to pupils' progress and their attitude to reading. Another factor which may inhibit higher attainers' development as early as Year 2 is the requirement to choose books from the school's selection of reading schemes, when these pupils could be enjoying a wider choice. Teachers keep track of pupils' progress through regular focus on groups during literacy hours and through group guided reading sessions each day. They test pupils' progress twice a year and organise additional support for anyone not making progress.

110 The school has involved the library service in a thorough audit of non-fiction books. It is developing its stock of good quality non-fiction books with support from the loan service. Classes have an adequate selection of fiction and those older pupils who have developed good reading skills and habits do have favourite authors and books, although they do not show great enthusiasm when offered the chance to talk about them. This reflects pupils' lack of practice at talking to others about their work and interests rather than a lack of enjoyment of reading.

111 The mechanics of reading are taught systematically throughout the school and lessons cover the whole variety of book genres. The school also holds book events and book days, when pupils and staff come dressed as one of their favourite characters. A 'Book Mastermind' involved pupils from all classes and the final roused considerable enthusiasm. These events all help stimulate and extend pupils' knowledge of authors and encourage a love of books.

112 The emphasis in lessons looks to be more on the mechanics of reading than on the discussion of books, plot and character. There are few examples of author, book or character reviews, for example. The choice and use of texts for the literacy hour is one area for attention. Where teachers choose a text that interests the class, the pupils are more immediately involved and actively concentrate throughout the session. This was particularly apparent in a Year 6 text, where the Chief Beetle had written a reply to a spider's application to become an insect. The humour of the text appealed to the class, who therefore enjoyed the process of looking at the format of a formal, persuasive letter, before composing their own. By contrast, the big book on 'Pushes and Pulls' chosen to develop Year 2 pupils' understanding skimming and scanning in information books, although linked to their science topic, was not used in a way that stimulated pupils' interest. Teachers taught skills in a

mechanical way, rather than engaging pupils through the relevance of the context. As a result, lessons lacked sparkle.

Writing:

113 Pupils of all abilities are achieving well in writing in most year groups as a result of the school making this a priority. Standards in Year 6 improved last year and pupils continue to do well as a result of strong teaching. The school is set to meet its targets. These are lower than the previous year, because of the nature of the year group, but still appropriately challenging. As well as having a higher proportion of pupils with special educational needs, the year group has been affected by considerable movement of families in and out of the area. Standards in Year 2 continue to be below average, largely because of the high proportion of pupils with special educational needs. A further factor is the lack of pupils working towards higher levels in writing. Discussions with higher attainers in reading in Year 2 suggest that these pupils respond well to challenge, yet none are targeted to reach Level 3 in writing.

114 The inspection viewed a number of examples of 'publications' by pupils, but there is clearly more scope for pupils to bring their own stories, poems, accounts and reports to a carefully edited, finished state. Class poetry anthologies in Years 4 and 5 show thoughtful use of vocabulary, based on Kipling's 'Tiger, tiger burning bright'. One example shows particularly keen awareness of the rhythm of the words chosen:

'Agile, quick, swift, fast - What is your aim? What is your task?
Padding, padding through the night...'

In another Year 5/4 class, groups of pupils have produced information books on seals, whales, sharks and birds, which the teacher has bound and laminated. On the whole, however, there is still much room for further development of the use of word processing and desktop publishing to support literacy. Classes have begun to use the ICT suite on a planned basis to support literacy, but comparatively few published outcomes were seen. During the inspection, very few classroom computers were used to support work in the literacy hour.

115 Examples of story beginnings, settings and characters in Year 2 show a good focus on developing pupils' vocabulary, using adjectives to describe a pirate for example. Pupils in Year 1 also make good use of stories to tell them again in their own words. Teachers are aware of the need to give more time to extended writing and finding real purposes and genuine audiences. They have already allotted more time to guide pupils' writing in group times during literacy hours, using additional time at another point in the day to work with reading groups. Imagined interviews with such diverse famous characters as J.K.Rowling, Michael Owen and Eminem show pupils involved in writing in a context that appeals to them and imaginative teaching that is ready to engage them through entering their culture. Opportunities for writing in other subjects are not fully exploited, but pupils are applying and developing their writing skills in to an extent in other subjects. There are some good examples of reporting in science and accounts in religious education.

Handwriting and spelling

116 Spelling is systematically taught and pupils have regular homework. This helps them consolidate their understanding of spelling rules. The use of 'hit list' spellings in Year 6 again shows a touch of imagination in an otherwise dull activity for those who find it difficult. The teaching of handwriting is more patchy, as is the quality of pupils' handwriting. Standards in handwriting books are not always transferred to final copy standards in other books. While handwriting is clearly taught, with several pupils showing a good cursive hand, teachers are not making sufficient demand of some pupils, whose standards slip when allowed.

Teaching:

117 The quality of teaching in literacy hours is good overall. In the eleven literacy hours

observed, teaching was excellent in one, very good in four, good in three and satisfactory in the remaining three. The highest quality was in Year 6. Some of the teaching in Years 4 and 5 and in Year 1 was also of very good quality.

118 All teachers plan carefully and base their lessons on the pattern of the national literacy strategy. They prepare resources carefully and design group tasks to meet different pupils' needs. One very good example of this was in the lower Year 6 set, where the teacher and assistant made effective use of paragraph starter sentences to help pupils harness their ideas and write to a structured framework. Teachers make the focus for the lesson clear to pupils at the start, often writing it on a whiteboard. This helps pupils recognise the purpose behind the activities. A shortcoming in several lessons is the amount of time teachers spend talking, as against asking questions that give pupils the opportunity to speak. In a small proportion of lessons, the introductory sessions with the whole class were a little too long to hold all pupils' interest, especially those with short concentration spans.

119 There is good provision for pupils with special educational needs, who are supported well, through effective deployment of additional teaching assistance throughout the school and through appropriate setting arrangements in junior classes. Teaching assistance time is well used in small group situations, but not so effectively within the class lessons, where assessment opportunities are missed. In all other respects, teaching assistants make a significant contribution to pupils' learning.

120 Infant teachers use homework effectively to consolidate pupils' reading and spelling skills. The expectations of junior teachers with regard to reading are less clear and a number of pupils do not read regularly at home, often forgetting or losing books. The homework books of older pupils show a good variety of writing tasks set, as well as regular focus on spelling. The books are not well kept, however, with work often not dated and untidy work accepted as the norm in some cases.

121 Despite effective planning, some lessons remained satisfactory rather than good because of teachers' choice and use of texts during the whole class sessions. In several lessons observed, teachers chose appropriate texts, which caught pupils' interest through the quality of the writing and the nature of the content. The discussion of these texts drew more from pupils, because they were caught up in the content and enjoying the writer's way of putting things. The discussions of dull texts, in which pupils showed little interest, were more teacher-dominated. In both writing and reading, the choice of texts to develop pupils' writing skills is important.

122 It is where teaching is at its most imaginative that it is strongest and this is where pupils learn most effectively. In Year 1, for example, the teacher surrounded herself with balloons and clutched a pin as she brought the story of 'Otiki and the Monster who hated Balloons' to life through expressive reading and gesture. In another example, in Year 6, the teacher maintained a straight face as she led the class to consider paragraph order and the quality of persuasive phraseology in the spider's application to become an insect. In these lessons, the twinkle in the teachers' eye showed their own enjoyment of the chosen text. This was the secret behind the success of the best lessons, where pupils showed very high levels of participation and achievement.

Assessment and marking is a strength

123 Marking is used well to show pupils what they must do to improve. The introduction of 'progress books' is a very positive step. The highlighting of statements showing pupils' levels of attainment in the samples is a very good way of tracking progress and seeing what needs to be learned next. The use of the highlighted statements is not consistent in all books, but once developed, the series of statements is set to provide a clear picture of pupils' progress.

It will give them knowledge of their own achievement, as well as offering a useful record for teachers and parents.

Strengths include:

- *The quality of teaching, especially in Year 6*
- *Lessons in which teachers' enthusiasm for use of language is infectious*
- *The school's agreed focus on raising standards in writing*
- *The introduction of progress books and processes for assessment and target setting*
- *The implementation of the national literacy strategy*

Areas for development include:

- *Increased focus on speaking and listening, especially speaking*
- *The choice of texts for use in literacy hours*
- *Developing writing skills across the curriculum*
- *Handwriting*
- *The use of ICT to support pupils' development and application of writing skills*

MATHEMATICS

National test results

124 National test results at the end of Year 2 in 2000 were well below the national average. There has been little change in this position over the past four years. Results were well below average also when compared with pupils in similar schools. Over the same period standards in Year 6 tests have improved at a faster rate than the national trend, with a particular surge of improvement last year. In 2000, results were below average but pupils at Blaise did just as well as their peers in similar schools. The test results are reflected closely in the inspection findings, which confirm that current standards in Year 2 are similar to last year and those in Year 6 are only slightly lower, because of the proportion of pupils with special educational needs in this year group. There are several factors contributing to the recent improvement in Year 6 results. These include the introduction of the national numeracy strategy, which helps teachers to improve their planning. In addition, careful tracking of pupils' progress is being developed and this, coupled with teachers' higher expectations of pupils in Years 4, 5 and 6, is enabling the school and individual teachers to focus specific teaching and support where it is most needed.

Achievement shown in lessons and work samples

125 In lessons, most pupils in Years 1, 2 and 3 achieve satisfactorily. In Year 2, however, there is not enough direct teacher input to enable lower attaining pupils to make sufficient progress. In a Year 1 class, the level of pupils' progress when engaged in a practical investigation was also hindered by the lack of a teaching assistant. Teaching is stronger in Years 4, 5 and 6 and as a result pupils achieve well in relation to their prior attainment. Pupils with special educational needs make good progress throughout the school because of the good support that they receive, both in class lessons and in smaller groups when they are withdrawn for extra help. Teaching sessions are well organised and support assistants are well briefed to develop their confidence and understanding. In Year 3 to 6 pupils are taught in sets of similar ability. This has a very positive effect on the quality of their learning as teachers are better able to plan for their particular needs. Both higher and lower attaining pupils benefit because of the appropriate tasks set by teachers. In addition, this arrangement has a very positive impact on pupils' self-esteem and in particular on the less confident mathematicians. In lessons seen, pupils with English as an additional language achieved as well as their peers. There is no significant difference between the performance of boys and girls.

Examples of what pupils know, understand and can do

126 By the time they are seven, most pupils demonstrate a secure knowledge of the place value of each digit in numbers to 100, confidently adding and subtracting numbers to 20 and beyond. They estimate and measure length carefully and are developing a good understanding of the need for standardised metric measurements in real life situations. They identify the particular features of common two and three-dimensional shapes and compile tables, block graphs and pictograms to record their birthdays. However, about one fifth of pupils are attaining lower levels and are still, for example, working with single digit numbers. There is little evidence of pupils working at higher than expected levels. The analysis of pupils' past work shows that the quality of teaching and learning is better in the older pupils' classes. As a result pupils make more rapid gains in their knowledge and understanding than in other parts of the school. By Year 6, most have acquired a range of methods to add, subtract, multiply and divide and show a sound understanding of the relationships between these operations. They calculate area and perimeter and construct and interpret line graphs to plot the relationship between time and distance travelled. Higher attaining pupils are suitably challenged and a small group of talented pupils receive additional support from a well-qualified voluntary helper.

Use of mathematics in other subjects

127 Throughout the school, pupils use mathematical skills in practical situations in other subject areas. For example, in Year 5/4 during a physical education lesson pupils used their understanding of number and their measuring skills to estimate how far they could run in a given time. The same pupils successfully used their knowledge of geometric shapes and curved lines in art to replicate Matisse's 'The Snail'. However, teachers miss other opportunities to plan systematically to enhance pupils' mathematical understanding. Some good examples were seen of lessons in the computer suite being used to support pupils' learning. In Year 5/4, for instance, pupils used a spreadsheet to record their pulse rates before and after exercise. There was little evidence of the use of classroom based computers to support numeracy skills.

Implementation of the numeracy strategy

128 Teachers have been well supported in their adoption and implementation of the national numeracy strategy. They use it consistently to guide their planning and in this way ensure that pupils' learning builds progressively as they move through the school. However, there are relative weaknesses in the ways that teachers are implementing the strategy. For example, teachers do not always make the three-part lesson structure explicit to pupils so that they share an understanding of the purposes of the introductory, main activity and review phases of the lesson. Some sessions are too long, especially for the younger pupils. This has a negative impact on the quality of their learning and accounts for lapses in their concentration seen towards the end of some lessons. The school has quite correctly identified the review phase of the lesson as an area that requires further development.

The quality of teaching

129 The quality of teaching and learning is satisfactory in Years 1 to 3, and good in Years 4 to 6. It was good or better in half of the lessons seen. High expectations were evident in the level of challenge and in the expectation of good behaviour. In these lessons teachers managed challenging behaviour effectively. They consistently applied a variety of positive strategies within clearly defined limits, so that unsatisfactory behaviour by any pupil had little impact on the learning of others. As a result of this skilful management most pupils' attitudes to the subject are good, although in many lessons there was evidence of potentially difficult and possibly disruptive behaviour among a significant minority of pupils. Teachers throughout the school demonstrate good knowledge of mathematics. In a successful lesson with older pupils this was evident in the teacher's continuous monitoring and assessment of pupils' learning and in her confident response to pupils' contributions. Her use of the review phase of the lesson to sustain the interest of these lower attaining pupils by introducing

renewed challenge was an additional strength of the lesson. Teachers generally make good use of practical aids to support pupils' learning as in Year 1 where pupils explored the significance and value of each digit in numbers to 100. In a parallel class the pupils themselves took great care when handling and sharing a wide variety of resources while practising their skills of estimating and counting.

130 Weaknesses occur in lessons where the pace of the introductory part of the lesson is not brisk enough to capture and hold pupils' interest and attention. On other occasions teachers do not allow sufficient thinking time in question and answer sessions and often miss opportunities to build constructively on pupils' errors. Pupils do not have sufficient opportunity to explain the thinking behind their calculations and teachers do not routinely require the rest of the class to follow and comment on pupils' mathematical explanations.

131 The school has made good improvement since the last inspection. Teaching has improved and standards attained by pupils when they leave the school have risen and are continuing to rise. Good whole school procedures for assessing attainment and progress have been introduced. In addition to the statutory and optional national tests, teachers use regular informal observations and half-termly assessments linked closely to the key objectives of the numeracy strategy. As a result there is a good match of tasks to pupils' needs and abilities. Mathematics is well managed and the joint co-ordinators benefit from the strong support of the headteacher as part of the school's drive to raise standards.

Strengths:

- *Improved standards at age 11 since 1999*
- *The implementation of the numeracy strategy and improvements in teaching*
- *Assessment of attainment and tracking of progress*
- *Setting arrangements in Year 3 to 6*
- *Good leadership and management*

Areas for development:

- *Developing pupils' numeracy skills systematically across the curriculum*
- *Ensuring the length of lessons is manageable and appropriate for the age of the class*
- *Improving the level of direct teacher input for lower attaining pupils in Year 2 and the level of teacher assistant support in Year 1*
- *Giving pupils time to explain their mathematical thinking to each other*

SCIENCE

Standards

132 In the years immediately after the last inspection the results of eleven-year-olds in national tests were below average. Recently pupils' attainment has improved and the school's performance in science in 2000 was close to the national average. The improvement is the result of improved assessment and target setting, linked to the introduction of a scheme of work which identifies clearly what is to be taught. The current Year 6 pupils are set to maintain the schools recent improvement in science.

133 The results of the 2000 National Curriculum teacher assessments for pupils in Year 2 were well below the national average and the school's performance was well below that of similar schools, with no pupils reaching the higher level 3. Inspection findings show that standards for seven-year-olds in science are below national expectations and have declined since the last inspection.

134 There is no difference in the achievement of boys and girls. Pupils with special educational needs make similar satisfactory progress to their peers in Years 1 and 2, and

good progress from Years 3 to 6. Higher attainers also do well in the older classes, but the lack of pupils reaching level 3 last year suggests insufficient challenge for higher attainers. This was borne out by inspection observations.

Examples of how well pupils achieve in Years 1 and 2

135 In Years 1 and 2, pupils learn to observe and investigate a range of phenomena and events in the world around them. All pupils carry out simple experiments sensibly and record their results with care. Pupils in Year 1 make a good start, following simple instructions to plant sunflower seeds. They learn that seeds need light, water, warmth and soil to grow. They can correctly name and label the parts of a plant. Pupils use an appropriate vocabulary in discussion when observing different plants using a magnifying glass. In Year 2, pupils learn how materials can be changed. They know that by pushing and pulling a range of objects they may be able to change the shape of the objects. Many start to make predictions and record the results of their investigations, but do not have sufficient opportunity to draw conclusions.

Examples of how well pupils achieve in Years 3 to 6

136 Work samples in Years 3 to 6 show that a satisfactory range of work is planned. Pupils have regular opportunities to make detailed scientific investigations. In Year 3, pupils make investigations to see if leaves are important to a plant. They consider ways to establish a fair test and understand the need to keep the variables the same. They make appropriate predictions and explain their ideas in detail, using appropriate vocabulary. Pupils learn how to measure the growth of a plant and measure with a reasonable degree of accuracy.

137 In Years 4 and 5 pupils have been measuring their pulse rates to identify changes in the rate according to the activity and to find the average pulse rate of the class. Pupils record their results, interpret the data gathered and place it onto a bar chart. This work is linked successfully with ICT when pupils enter the data and create graphs using a computer.

138 In Year 6, pupils observe the effects of micro-organisms when making bread. They apply what they already know to discuss their investigation. They make predictions and recognise that the mixing of ingredients carefully is important in carrying out a fair test. Pupils develop their scientific knowledge by changing only one factor and observing its effect in making bread. They start to consider whether their conclusions justify their predictions.

Development and application of literacy, numeracy and ICT skills in science

139 Numeracy and ICT skills are used effectively during science lessons to record measurements and present results. Work samples show a range of tables, charts and graphs to record various forms of data. Pupils examine, consider and interpret the information. Pupils' accounts of experiments and results show satisfactory application of literacy skills.

Attitudes to work

140 Attitudes of boys and girls towards science are satisfactory and sometimes good. Pupils work with purpose and enthusiasm to conduct experiments and investigations. They share resources and co-operate in handling equipment and materials carefully and safely. Pupils enhance their learning opportunities by making good use of the time available to them in practical activities. Work is recorded with care and is presented to a satisfactory standard.

The quality of teaching

141 The quality of teaching is never less than satisfactory and in the majority of lessons it is good. Teachers' preparation is good and they make good use of resources to involve pupils in practical work. Lessons are carefully planned in line with the chosen scheme of work.

Teachers plan together to ensure that pupils cover the same areas of learning. In the best lessons the classrooms are well organised and managed. Teaching is at its best where the pace is brisk and teachers effectively target questions that require the pupils to think for themselves. By encouraging pupils to develop their own thinking and express themselves, they extend and reinforce pupils' understanding. In some lessons the management of the lesson did not allow sufficient opportunity for pupils to consider the results of their investigations and draw appropriate conclusions.

142 The school has introduced sound assessment procedures and has used a national scheme of work to plan work in the subject appropriately. Staff have established a good link with its local secondary school. Teachers from both schools have planned a scientific investigation in the summer term, when work started in Year 6 will be continued in laboratories on an induction day and taken a stage further in the autumn in the new school.

Strengths

- *Standards at age eleven have improved*
- *Joint planning to ensure equality of opportunity*
- *Use of ICT to support science*

Areas for improvement

- *Standards at age seven*
- *Class management in a few lessons*
- *Opportunity for pupils to draw their own conclusions*

ART AND DESIGN

143 The standards achieved by pupils are very similar to those reported by the last inspection. They are broadly average at the end of Year 2, but below average overall at the end of Year 6. The main reasons for this drop in standards in the junior years is a lack of emphasis on the teaching of skills and insufficient experience with a range of techniques and materials, partly due to pressure of limited time.

144 There is no significant difference in the attainment of different groups of pupils. Individual pupils have artistic flair in particular areas. Boys and girls, pupils with special educational needs, those learning English as an additional language and pupils from ethnic minorities achieve as well as their peers.

145 In Years 1 and 2, pupils are developing knowledge, skills and understanding in a systematic way. The school is currently trialling a new scheme of work and this is providing a firm basis for teachers' planning. Pupils are learning about other artists. In Year 1, for example, pupils looked at reproductions of the work of a number of artists in connection with their work on 'portraits'. They found this interesting and shared their observations with the class. One or two recognised Leonardo de Vinci's '*Mona Lisa*'. They used this understanding of what a portrait was to draw their own faces. They managed this well, looking carefully at their reflections in mirrors and producing some lively work. In Year 2, pupils have used the work of artists as a basis for their own and some abstracts in the style of Jackson Pollack are displayed. Pollack is also being used as an inspiration for work in the foundation stage and care needs to be taken to ensure that pupils do not repeat work. During the inspection pupils were learning a number of printing techniques, including stencilling, string block printing and printing with junk materials. Pupils' skills were wide ranging across the two classes, but broadly average overall.

146 In Years 3 to 6 there is less evidence of pupils making systematic progress in the skills of drawing, painting, printing, collage, digital media, textiles and sculpture. Most of the work

displayed is related to collage, for example. The last inspection indicated that work in pupils' sketchbooks was an area for development and this is still the case. There is some pleasing work in Year 3, but in other year groups the amount of work is sparse. In all but Year 6, poor quality paper in the books makes it harder for pupils to achieve well. In the lessons seen, good links were made with history topics. However the emphasis in teachers' planning was on the final product rather than on one or more of the four elements in the National Curriculum programme of study. The effect of this overall is that pupils are not developing skills in a cohesive way. Some Year 6 pupils were working with clay, for example, but had not used that medium before and were at the very early stages.

147 In Years 1 and 2 the teaching is good overall and ensures that pupils achieve well. In the two good lessons seen, teachers had high expectations of pupils' behaviour and this ensured that the lessons were calm and orderly. Pupils were fully involved in what they were doing and worked hard. In one lesson, the teacher's very good subject knowledge and enthusiasm for the work meant that pupils in their turn learnt effectively were eager to do well. In Years 3 to 6 teachers are making particularly good links with history topics and pupils are enthusiastic about their work because they are caught up in their studies on Ancient Greece and Ancient Egypt. The teaching of skills is not strong. This is partly because there is no planning guidance for teachers on the progression of skills in different strands of art and partly because some teachers lack subject expertise. Consequently pupils are not doing as well as they should.

148 Given the low standards, the school has not made satisfactory progress since the last inspection. However, art has justifiably not been a high priority for the school over the last two years. A new planning document has been introduced and resources have been re-organised. The co-ordinator is aware of the work that needs to be done and that some staff lack confidence in the subject. The school is in a good position to move forward.

Strengths:

- *Co-ordinator's subject expertise*
- *Pupils' enjoyment*

Areas for development

- *Standards in Years 4 to 6*
- *Planning for the development of skills*
- *Developing staff's subject expertise*

DESIGN AND TECHNOLOGY

149 At the time of the last inspection, pupils were attaining average standards at the age of 7 but below average at 11. No lessons in design technology were observed during the inspection. However evidence gathered during the inspection indicates that pupils' achievements are now satisfactory in all year groups, and attainment is average. Since the last inspection the school has improved the level of resources and implemented a national scheme of work and now meets fully the requirements of the National Curriculum.

150 Pupils of all abilities make satisfactory progress in design and technology. Infant pupils share and discuss ideas on how to make and join the parts of a puppet. After discussion they write simple plans of their work showing a high degree of thought of how they are going to make and assemble puppets and the stages they need to follow. Year 2 pupils made plans and selected the materials to make model fire engines. They worked to a specification from which they could evaluate their work: 'Does it have four wheels? Can it carry water and fireman? Is it smaller than 30 centimetres wide?' In their evaluation, pupils make constructive comments on how to improve their models.

151 In Years 4 and 5, pupils follow a well-planned unit of work leading to the making of bread. The work involves making bread, designing posters advertising the nutritional value of bread. It also involves good links with ICT to research the subject and present work. In Year 6, one design and technology activity is linked to a science topic on forces. Pupils design and make games that involve the use of magnets. They identify the materials required, test their products and consider how they could improve them. Pupils in Year 6 are currently designing and making slippers. They consider what are important points in the specification, the age group, type of material, interest in the product and cost. They select the materials and are currently in the process of making the slippers, based on their own design.

152 In the summer term, Year 6 pupils will be undertaking a unit of study called 'Fairgrounds'. The teachers have linked with a local special school and pupils from both schools will work alongside each other to build a model fairground and make toffee apples. For some lessons, pupils will visit the special school and it is planned to have a presentation of the work in both schools towards the end of term. This project shows good provision for pupils' personal and social education.

153 No overall judgements were made on the quality of teaching as no lessons were observed. However, the quality of planning based on the chosen scheme of work is satisfactory. The subject is now planned to be taught consistently across the school, with teachers planning together in each year group to ensure that pupils across each year group cover the same areas of learning. Teachers now place an appropriate emphasis on design and making skills and encourage pupils to evaluate their own work. The school has not yet developed assessment procedures to match the scheme of work.

Strengths

- *The introduction of a scheme of work*
- *Improved resources*
- *Joint planning*

Areas for development

- *Introduction of a manageable assessment system to match the units of work undertaken*

GEOGRAPHY

154 Standards in Year 2 are in line with national expectations. In Year 6 they are below. Since the last inspection, standards for seven-year-olds have been maintained but this is not the case at age eleven, where they have fallen.

155 Pupils in infant classes, including those with special educational needs and the higher attaining pupils, make steady progress. There is no significant difference in the attainment of boys and girls. Pupils make satisfactory progress in Years 3, 4 and 5. In Year 6, progress is slow because of the organisation of the curriculum, which results in too little time spent on this subject.

156 Pupils in Year 1 successfully differentiate between left and right. They use this knowledge effectively to follow a route from their classroom to the office. Using clear labels and arrows, pupils direct puppets on the large plan prepared with their teacher. They are learning more about their environment, and a mobile in one classroom lists the various places to go in the locality. Pupils have completed a graph to show how they travel to school and have drawn and labelled the different things seen on route. Pupils in Year 2 compare the shortest and longest routes and measure them in paces and standard measurements. Using a plan of the school, they have marked out a route from the Nursery to their classroom.

Pupils have developed basic mapping skills well.

157 Pupils in Year 3 have studied their local environment and, as well as the work in their books, they have contributed to an attractive display in the hall and designed pamphlets welcoming visitors to Henbury. They have recorded a limited amount of work, not all of which has been completed or marked, since September. Pupils in Years 4 and 5 study the local area of Henbury and make comparisons with the seaside town, Weston Super Mare. Within these topics, they have considered a local traffic issue, whether to divert the traffic away from Crow Lane. The pupils have enjoyed the practical aspects, particularly the traffic survey of Crow Lane. Their work is well presented. These first-hand experiences make the learning relevant and interesting. There is little recorded work in Year 6. Pupils have investigated coasts and in conjunction within this theme they have considered an environmental issue in a class debate: 'To build a hotel would pollute the environment and the sea.' The work covered is insufficient. Pupils' knowledge and understanding in Year 6 is below average.

158 Teachers plan together for the parallel classes in the school so that these pupils can follow a similar curriculum. The very creative approach used by teachers in Years 1 and 2 captures pupils' imaginations and makes the curriculum interesting and relevant. Teaching was good in the two lessons seen in Year 1. The good preparation, planning and imaginative use of resources enabled pupils to understand how to follow a route. The puppets provided a good visual experience for the pupils in one class, and the other pupils wore bracelets identifying left and right to reinforce their learning.

159 Two lessons were seen in Year 3, focusing on weather around the world. Unsatisfactory teaching in one lesson seen was due to a combination of factors. The pace was slow, pupils sat on the carpet for an inappropriate length of time, class control was poor and pupils did not concentrate. A lack of resources is impeding pupils' progress and the difficulty of sharing limited resources contributes to management difficulties and elements of unsatisfactory behaviour in both classes. Although some classes display a world map with items of current news attached to the appropriate area, there is no evidence of further research or written work to support the topic, 'What's in the News?'

160 The new co-ordinator and her colleagues have chosen topics suggested in the nationally approved guidance and have allocated them in half-term blocks of learning for infant pupils but termly for juniors. The planning cycle has not yet been completed. They recognise that the irregularity of teaching impacts on the pupils' ability to consolidate their skills and understanding of the subject. They have evaluated the planning and identified the need for a more cohesive overview and a focus on skills progression. They have written a very comprehensive action plan, one aspect of which is to improve the range of resources, such as maps and atlases, in order to improve skills throughout the school. Increased resources will also help address the class management issues. The range of reference books in the library is also limited.

Strengths

- *Collaborative planning of topics relevant to the pupils*
- *Use of the local area*
- *Pupils' interest in local area and school generally*

Areas for development

- *Planning – a more cohesive overview*
- *Skills progression for Years 3 to 6*
- *Resources*

HISTORY

161 Since the last inspection, history has not been given the high profile that it previously enjoyed. This is because of the increased emphasis on literacy and numeracy. Consequently less time has been spent on this subject. Standards are slightly lower than they were at the last inspection. At the end of Year 2 they are now below average. They remain broadly average at the end of Year 6. Pupils are developing their skills, knowledge and understanding in all areas of history. Work on events, people and changes in the past is the strongest, with pupils' understanding of historical interpretation a relative weakness.

162 Overall, there is no significant difference in the attainment of different groups of pupils. Pupils learning English as an additional language and pupils from ethnic minorities achieve as well as their peers. However, in a few classes, pupils with special educational needs struggle because they do not have extra support from a teaching assistant. This is particularly so in Years 3 to 5.

163 In Years 1 and 2 pupils are developing their understanding of chronological sequence. In Year 1, for example, pupils have made time lines to represent their own history from birth to the present day. In Year 2, pupils have made time lines to show the sequence of events during the Great Fire of London and at the time of the inspection worked on sequencing some pictures of swim wear fashions since Victorian times. Year 2 pupils are also building up knowledge about some famous people from the past, such as Florence Nightingale.

164 In Years 3 to 6 there is also an appropriate emphasis on helping pupils to sequence past events and this is evident in displays as well as in their work in books. Pupils have studied, or are studying appropriate study units. These currently include work on the Tudors, Ancient Greece and Ancient Egypt. Within the individual topics there is an emphasis on the every day life of the people, rather than important events within the individual periods. Most pupils are enthusiastic and interested about their studies. They listen carefully to the teachers, for example, and in one session on Greek myths pupils in Years 4 and 5 were fascinated by the story of Pandora's Box. In Year 6, pupils use books and CD Roms well as aids to research. Most were fascinated by the processes of mummification and intrigued by the gory details.

165 Overall the quality of teaching is satisfactory in Years 1 and 2. It is good in Years 3 to 6, with some very good features. Strengths include the joint planning between teachers in parallel classes, which ensures that pupils have similar experiences. (The school is aware that work still needs to be undertaken to ensure that pupils in mixed-aged classes, Years 4 and 5, cover all the study units.) Another strength in the teaching in Years 3 to 6 is the good link made with work in other subjects, most particularly English and art. This helps pupils to work in more depth on particular topics. Individual teachers have particular strengths and in the very good lesson seen, pupils achieved very well because the teacher explained work very carefully and valued the pupils' contributions. There are some areas for development. In Years 1 and 2 the work planned is satisfactory, but lacks sparkle and so pupils are not caught up by the excitement of the past. On occasions however, visits are used well to bring the past alive in older and younger pupils' classes. The trips to Gloucester Museum, and Llancaich Fawr are good examples of this. The school is situated within a very rich historical environment, including features like Blaise Victorian classroom. The local area is not being used as much as it could be for work with younger pupils. Sometimes contemporary artefacts and drama are also used to make the learning relevant, but these are not at the centre of work in Years 1 and 2.

Strengths:

- *Joint planning*
- *Use of the rich local environment in the junior classes*

- *Links with other subjects*

Areas for development:

- *Standards at age seven*
- *Support for pupils with special educational needs*
- *More first hand experience in Years 1 and 2*

INFORMATION AND COMMUNICATION TECHNOLOGY

166 Standards for pupils aged 7 and 11 are broadly average. They have improved significantly since the last inspection. Pupils are achieving well as a result of well-planned use of the ICT suite. Boys and girls have equal access and do equally well. Higher attainers often show their skills by working in pairs with lower attainers. This enables pupils with special educational needs to make appropriate progress. Pupils learning English as an additional language make similar progress to their peers. Standards at the last inspection were below national expectations and pupils made unsatisfactory progress. Standards and resourcing formed a key issue in the last report. The school has addressed this very well. Its commitment to improving resources with the opening of an ICT suite has had a positive impact on the teaching of the subject.

167 By Year 2, pupils are confident in using the mouse and keyboard. They can open and enter programs. Pupils enter data into a spreadsheet from a survey on what activity they most like doing on holiday. They follow instructions carefully, entering data to create a bar chart. Unfortunately, in one lesson some pupils were not able to produce their work, despite following instructions carefully, due to technical difficulties. They were, however, able to save their data so that they could return and complete the task at another time.

168 In Year 3, pupils use ICT to successfully edit texts. They highlight texts and change words such as 'nice' to another adjective. In Years 4 and 5, pupils run two programs simultaneously, transferring between programs as desired. They enter information on the pulse rates of pupils in their class taken in a science lesson to produce a graph and use a spreadsheet to calculate maximum, minimum and average pulse rates. By Year 6, pupils use a multimedia presentation efficiently. They access information quickly, listen carefully and watch the presentations. Pupils centre pictures and select text by highlighting, cutting and pasting. They add background and borders to enhance the presentation of work. They control the equipment to organise, amend, present and produce ideas using ICT.

169 The quality of teaching and learning is satisfactory overall. Two lessons were observed in Year 2. One was satisfactory and the other unsatisfactory. Where the lesson was unsatisfactory, pupils were noisy and unfocused as a result of insecure class management. Teaching in junior classes was never less than satisfactory, with two of the five lessons being good and one very good. Pupils were well supported with individual attention given to those who require additional support. A good feature of all lessons observed in the ICT suite was the way in which pupils are encouraged to work in pairs, or occasionally in threes, with the result that they provide each other with a high degree of mutual support. In the best lessons teachers plan effectively, setting a high degree of challenge in both the activity and the pace of the lesson. Where teachers are less successful, it is due to a lack of confidence in their own subject knowledge or to weak class management.

170 The co-ordinator is well informed and the subject is well organised and managed. The co-ordinator has provided informal support and training at lunch times and through staff meetings. While the school has developed well planned use of the new ICT suite, staff have not given such close attention to planning use of classroom computers. These were considerably under-used during the inspection. The school has identified the need to train

staff and plans to use specific government grant to provide appropriate training in the next academic year. A local authority advisory teacher has already given good support to develop teachers' technical confidence. At the last inspection, the school did not meet National Curriculum requirements in this subject. They are now fully met.

Strengths

- *Introduction of much improved resources*
- *Good training for staff*
- *Good use of the ICT suite*

Areas for development

- *Use of classroom computers*
- *Further training and support needed for teachers still lacking confidence*

MUSIC

171 Standards are broadly average at the end of Year 2 and Year 6. They have been maintained since the previous inspection. A published music scheme with taped resources provides a structured approach to the teaching of skills and concepts in music.

172 Pupils throughout the school make good progress. The philosophy, 'Music is fun', and the way it has been put into practice, enables all pupils, including those with special educational needs and English as an additional language, to enjoy their music lessons. Some songs and hymns in assembly have been chosen with a simple refrain and actions to enable all pupils to participate in some way. Gifted and talented pupils also make good progress and this was seen in their performance with recorders and violins at a 'Sharing' assembly.

173 In Year 2, pupils created a 'soundscape' of voices. In a discussion about the weather, they offered a variety of words to suggest the wind and the rain. They were delighted when their list matched that of the teacher. They concentrated well and repeated their chosen words to build up a picture of a rainy night, focusing on dynamics and tempo. They collaborated well in groups, carefully watching the teacher for their entry, and were able to start and finish quietly.

174 Pupils in Year 3 learned the song 'Zum Galli Galli' very quickly, singing tunefully and keeping good time. They used a variety of simple percussion instruments to accompany the song and most collaborated well as instruments were played and then passed round in their groups. The lesson could not be completed as planned because of the small minority of pupils who exhibited poor behaviour and wasted time. A soundscape was also the focus of a lesson for pupils in Years 4 and 5, who learned how sounds could be used to create a layered effect. Pupils listened to the music of the 'Little Train of Caipira' (the journey of a train through Brazil), and then discussed which instruments represented particular parts of the journey. They used tambours and drums to suggest the steady beat of the train and the violinist composed his own tune to accompany parts of the journey. This was a successful initial attempt, with pupils given the opportunity to refine and improve their work and then record it during the next lesson.

175 In the good lessons, teachers use effective questioning to reinforce what pupils have learnt during the previous lesson. They show good control and set clear parameters for the use of the instruments, allowing pupils to explore different ways of producing sounds. They prepare lessons and resources well and use the correct subject vocabulary, for example 'arrangement', with clear explanations of meaning. Teachers give good opportunities for practice, followed by a final performance. Pupils have the opportunity to learn violin and

recorder and the good teaching of these instruments was evident in their performance in the *Sharing* assembly. Teachers use music well to create an atmosphere for storytelling. In Years 4 and 5, pupils listened entranced to the aboriginal music which accompanied the re-telling of an aboriginal story of the Creation. In one lesson, although the teacher had planned well, her control was not rigorous enough to ensure pupils used resources sensibly.

176 The good practice of the co-ordinator was seen in assembly when she focused on the music for listening, part of Haydn's 'Clock Symphony', and ensured that pupils listened for the ticking of the clock. She provides very good support for those teachers whose subject expertise is limited, planning lessons with them and suggesting resources. The range of resources used includes a multicultural focus and a selection of songs of particular interest to boys to encourage their participation in singing. The co-ordinator organises rehearsals for pupils to take part in the Bristol Schools' Music Society summer concert, in a variety of festivals and for the senior citizens at Christmas. The main aim of her comprehensive action plan is to raise the profile of music in the school and to broaden pupils' experience and enjoyment of music.

Strengths

- *Co-ordinator's good knowledge of subject and very good support for staff*
- *Instrumental tuition and recognition of pupils with particular musical talent*
- *Opportunities for the choir to sing in public*

Areas for development

- *Raising the profile of music to increase participation levels in optional activities*
- *Small tuned percussion resources to reinforce work on pitch*

PHYSICAL EDUCATION

177 Standards at ages seven and eleven are average. Pupils with special educational needs are fully integrated into lessons and mostly attain similar standards to their peers. Often this is achieved as a result of the full and active involvement of teaching assistants in the activities set. There is no difference in performance between boys and girls or other groups of pupils, including those from ethnic minorities and those learning English as an additional language. However, there was significant variation in pupils' attitudes in lessons. They are better in Years 1 and 2 than elsewhere in the school. In junior lessons, standards fell below expected levels in two sessions observed because of weaknesses in teaching and pupils' attitudes and behaviour.

178 All aspects of physical education, including athletics, dance, games, gymnastics and swimming are included in the school's curriculum plan. By the time they leave the school almost all pupils attain expected levels in swimming. A good range of extra-curricular clubs and activities enhances the curriculum for pupils throughout the school.

179 Overall, teaching is satisfactory throughout the school, although in the lessons seen it ranged from unsatisfactory to very good. In Years 1 and 2 and Years 4 to 6 it is mainly good, but in Year 3 it is unsatisfactory. In lessons in Years 1 and 2, pupils develop good attitudes to physical education and fully understand the need to warm up before taking part in vigorous exercise. They join in enthusiastically and this natural enthusiasm is usually channelled into effective learning. They explore a range of skills and actions demonstrating increasing control of their bodies and awareness of the space around them. They respond to a variety of stimuli including music and narrative. For example, when interpreting the story of 'Rosie and the Robbers', they move swiftly, sneakily and craftily linking their movements into simple sequences and often co-operating successfully in small groups.

180 In all lessons the behaviour of a minority of boys and girls presents a considerable challenge to teachers. In two lessons in Year 3, teachers' strategies for dealing with it were not effective. This had a significant impact on the quality of learning for the whole class and resulted in unsatisfactory progress and below average standards of attainment. However, in the most effective lesson seen, pupils in a Year 5/4 class clearly enjoyed their lesson, were attentive to their teacher and co-operated well to ensure a successful session with a strong competitive element. The teacher's confident and knowledgeable approach was successful in enabling all pupils to be fully involved in their learning throughout the lesson. A common weakness throughout the school is that teachers do not consistently provide opportunities for pupils to plan and then to evaluate their own performance and that of their friends in order to identify how to improve. The co-ordinator's newly designed planning sheet will help to address this issue in the future.

181 With the school's recent focus on literacy and numeracy, physical education understandably has had a lower profile and as a result the co-ordinator's role is a developing one. Although she provides individual teachers with helpful advice and support, there has not been sufficient discussion amongst the staff as a whole about the expected development of skills in the various aspects of physical education. Recently devised self-assessment procedures are a useful starting point. The school has good links with Bristol City Football Club and enjoys the services of a coach in motivating pupils. The co-ordinator's enthusiasm and expertise, with her colleague's specialist knowledge of dance and the good facilities for physical education, mean that the school has considerable potential for improvement.

Strengths:

- *The school's facilities and resources for physical education*
- *Knowledge and expertise of the co-ordinator*

Areas for development:

- *Raising the status of physical education within the school's curriculum*
- *Continuing to develop the role of the subject co-ordinator*
- *Improving teachers' confidence and subject knowledge*

RELIGIOUS EDUCATION

182 Standards in religious education meet the expectations of the locally agreed syllabus at seven and eleven years of age. This syllabus is used in conjunction with nationally approved guidance. All the good elements noted in the last report have been maintained, particularly the strong contribution to pupils' spiritual education.

183 Pupils make good progress throughout the school, as is seen by the range of written work completed. Those with special educational needs and English as an additional language do well because of the appropriately prepared work and the individual support given during lessons. There are opportunities for higher attaining pupils to give their thoughtful opinions during discussions on quite challenging topics, for example their ideas of Heaven, in non-materialistic terms.

184 Visitors from the local area play an important role in developing pupils' awareness of religious topics. The vicar from Henbury Parish Church focused on the school theme for the week in an assembly on teamwork. In a Year 1 lesson, the curate explored the theme of special places. She used effective questioning to establish her special place, a place she had loved, had worked very hard in, had at times been very happy, but sometimes very sad. This, surprisingly to the pupils, was the theatre where she used to work. By sharing her personal experience, she helped pupils gain a sound understanding of what contributes to a place being special.

185 Pupils in Years 4 and 5 reflect on what is important to them. They contributed a wide range of suggestions, among which were their family, pets, chocolate and even Ofsted inspectors. They created a personal collage and were able to discuss in detail the reasons for their choice. The high quality discussion in a Year 6 class centred round the theme, 'How can we make the world a better place – like Heaven on earth?' Pupils compared the Ancient Egyptians' beliefs in Heaven and Hell with Christian beliefs. After reading a passage 'Ideas of Heaven', the class teacher's description of her peaceful garden inspired pupils to think about their own heaven – a world with no poverty or fighting, no pollution, no disabilities, a place of beautiful colours. Once again, through the adult's willingness to share personal views, pupils are beginning to understand that there are no universally agreed answers.

186 Teaching was good in one lesson and very good in the other two lessons seen. In these lessons very good planning and questioning, very good class control and high expectations of good behaviour had a very positive impact on pupils' learning. Resources are used creatively to support teaching. In a Year 5/4 class, aboriginal music was chosen to accompany the re-telling of an aboriginal story of the Creation. This engendered a deep sense of spirituality and enhanced pupils' learning. For their collage work, the class teacher had bought magazines that she knew were of special interest to particular pupils. In a Year 6 lesson, the appropriate choice of material, accompanied by the sensitive reading of the extract, was the effective stimulus for the pupils' own thoughtful writing.

187 The subject leader has carefully considered how to raise the profile of religious education in the school. She has organised a training session for staff with a focus on resources. She has developed a planning overview for the school and spent much time in supporting staff with their planning. She has organised a book with pupils' examples from every topic to show progression. An area for development is the purchase of enlarged texts to promote cross-curricular links with literacy. She recognises the importance of pupils' first-hand experiences, both through using appropriate resources and through visits to the parish church. Visitors from the Methodist and Anglican Training Centres are also welcomed and contribute well to pupils' learning.

Strengths

- *Strong contribution to pupils' spiritual development*
- *Quality of teaching*
- *Co-ordinator's very good knowledge of the subject and role in supporting staff by developing imaginative approaches*

Areas for development

- *Purchase of further enlarged texts*