

# INSPECTION REPORT

## **ST JOHN'S CE VC PRIMARY SCHOOL**

Clifton, Bristol

LEA area: City of Bristol

Unique reference number: 109146

Acting headteacher: Mrs Mary Yuille

Reporting inspector: Mr Jeff Hart  
4339

Dates of inspection: 27 February – 1 March 2001

Inspection number: 193507

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	St John's CE VC Primary School Worrall Road Clifton Bristol
Postcode:	BS8 2UH
Telephone number:	0117 9030251
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Anne Bradley
Date of previous inspection:	27/02/1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St John's Primary School caters for pupils aged between four and eleven. It is of average size and currently has 250 pupils on roll. Many pupils come from beyond the catchment area. The school is oversubscribed. The proportion of pupils eligible for a free school meal, eight per cent, is well below the national average. There is a higher than average proportion of pupils with English as an additional language. The proportion of pupils identified as having special educational needs is 19 per cent, which is average. The percentage of pupils with statements of special educational needs is below the national average. Pupils enter the school with a wide range of abilities, although overall their attainment on entry is above average. The school has been led by four different headteachers or acting headteachers over the past five years.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

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

This is a good school. Standards are well above average by the time the pupils leave the school. Standards are average at the end of Key Stage 1. There is some high-quality teaching and good support from classroom assistants. The school is well led and managed and all the staff have worked successfully together to maintain standards during recent difficult times. The governing body supports the school well. Relationships throughout the school are very good. The pupils bring very good attitudes to their learning. The personal development of the pupils is very effectively cultivated. The school is extremely popular and enjoys a good partnership with parents. It provides satisfactory value for money.

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

- By the end of Key Stage 2, the pupils attain standards that are well above average, with particularly high standards in literacy, numeracy and science.
- The quality of teaching is good, with teachers having high expectations of what the pupils can achieve, particularly at Key Stage 2.
- The attitudes of the pupils to all aspects of school life are very good, including behaviour.
- The school very effectively promotes the pupils' personal development, including their spiritual, moral, social and cultural development.
- The school is well led and managed, with a strong team of staff determined to improve the school still further.
- Provision for the arts is particularly strong and standards are high by the time the pupils leave the school.

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

- Standards at the age of seven are not as high as they could be, especially in mathematics.
- Standards are below average in information and communication technology across the school and provision in this area is unsatisfactory.
- The accommodation has significant weaknesses, with several classrooms too small to teach all subject areas.
- Attendance rates are below average.

*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 reasonable progress since the last inspection in 1997. Standards have improved and are now well above average in the tests at the end of Key Stage 2. Standards at Key Stage 1 in mathematics have only marginally improved with relatively few pupils attaining the higher levels. Standards in reading and writing at Key Stage 1 have improved slightly and are now just above the national average. Overall, the quality of teaching has improved with a much higher proportion of good teaching. The school continues to be well led and managed despite major leadership difficulties over recent times.

The school has responded positively to the last inspection. The teachers' planning has improved and is now clearly monitored. Co-ordinators have developed their roles well and the literacy and numeracy co-ordinators have had a successful impact on practice across the school. Assessment systems and procedures have been overhauled and a good range of new strategies is now in place. Although efforts have been made to improve attendance and punctuality, they still remain a weakness.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	B	A	A	well above average    A above average        B average                    C below average          D well below average    E
mathematics	A	A	A	A	
science	A	A	A	A	

In the end of key stage tests for eleven year olds in 2000, the pupils attained standards that were well above the national average. Results for the seven year olds were above the national average in reading and average in writing and mathematics. However, compared with those in similar schools, the results for seven year olds are below average. Results over time reflect consistently high performance at Key Stage 2 but weaker performance at Key Stage 1. Some pupils do not make sufficient progress at Key Stage 1, particularly the more able pupils to reach the higher National Curriculum levels. The teachers' expectations for the more able at Key Stage 1 are not as high as those at Key Stage 2. The school has been meeting agreed targets and has improved performance in writing at Key Stage 1 to exceed the targets agreed with the Local Education Authority.

The standards of work seen demonstrate many strengths. The National Literacy and Numeracy Strategies have been carefully implemented and then adapted, with resultant high standards in reading, writing and mathematics by the time the pupils leave the school. Attainment in science is also high at Key Stage 2. The school has high standards in arts and music, where specialist teaching by the local Arts College boosts performance. Standards in information and communication technology, however, are below average due to lack of time spent by pupils in this area, poor resources and gaps in curriculum coverage.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen and eager, apply themselves very well in lessons and are fully involved in the range of activities provided.
Behaviour, in and out of classrooms	Very good. The pupils behave very well indeed and are courteous and trustworthy.
Personal development and relationships	Very good. The pupils manage their own learning well and can be trusted to work sensibly. Relationships are very good across the school community.
Attendance	Unsatisfactory. The rate of attendance is below the national average and punctuality is also weak.

The pupils' very good attitudes to their learning contribute significantly to the high standards achieved by the time they leave the school. They bring these very positive attitudes to lessons, clubs and school productions, activities and homework. Attendance, however, is a weakness.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good. It is very good in 20 per cent of lessons and at least good in over 90 per cent. There are many strengths, including the high expectations held by teachers of what the pupils can achieve. Literacy and numeracy skills are well taught, with specific activities set for the most able pupils. Objectives for the lessons are usually shared with the class at the start of the lesson and then evaluated at the end. Planning is detailed and largely based on helping the pupils to achieve their targets for improvement. The teachers know their pupils extremely well and track their progress thoroughly. The teachers' expectations for the more able are higher at Key Stage 2 than at Key Stage 1.

The pupils learn very effectively. They rise to any challenge set with great energy and enthusiasm. Most pupils have a clear understanding of what they have to improve to reach higher levels of achievement. They work independently at a fast pace and show strong interest in their own and one another's efforts.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Good coverage of English, mathematics and science but unsatisfactory provision for information and communication technology. Cramped classrooms restrict opportunities for art and design and technology.



Provision for pupils with special educational needs	Good. The pupils are well supported and make good progress. The identification of pupils with special educational needs is thorough.
Provision for pupils with English as an additional language	Good. The school carefully provides for pupils with English as an additional language. The pupils progress well in acquiring appropriate skills in English.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. The personal development of the pupils is very effectively promoted. The provision for the spiritual, moral, social and cultural development of the pupils is very good.
How well the school cares for its pupils	Good. The monitoring of the pupils' academic progress and personal development is effective. Recent developments in the pupils tracking their own progress are worthwhile. The safety and welfare of the pupils are very carefully considered.

The school has effectively adopted the National Strategies for Literacy and Numeracy to meet the pupils' needs best. All subjects in the National Curriculum, except information and communication technology, are appropriately covered. Some of the classrooms, particularly for Year 6, restrict opportunities for practical activities requiring space, such as in art and design and technology. The school has a strength in the arts, and the pupils' experience in performance and exhibitions helps to boost their self-esteem and confidence. Homework is set regularly and extends classroom work well. Assessment strategies are greatly improved and are now very effective. The school tracks academic performance closely and is appropriately involving pupils themselves in setting targets and checking progress in meeting these targets. The pupils with special education needs are taught well in class and also when withdrawn. These pupils are making good progress due to precise targets being set for improvement and careful monitoring by staff.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The school has been well managed despite several changes in leadership recently. The acting headteacher and staff work closely as an effective team and are determined to improve the school still further.
How well the governors fulfil their responsibilities	Good. The governors support the school well and are aware of the school's strengths and weaknesses. They have successfully addressed aspects of the school's accommodation difficulties.
The school's evaluation of its performance	Good. There is an effective process for monitoring and evaluating teaching and standards. The analysis of assessment results is effectively linked to subsequent planning and teaching.
The strategic use of resources	Sound. Resources are used appropriately to improve staffing levels and provide effective classroom equipment and teaching materials. Accommodation has clear weaknesses. Information and communication technology is under-resourced.

The school is well led and the acting headteachers have both successfully maintained morale and staff confidence during recent leadership difficulties. All the school staff have

worked closely together to implement agreed priorities and ensure that the school moves forward appropriately. Morale is high and all staff undertake a wide range of responsibilities with enthusiasm. The school has a large number of student teachers over the year and this benefits the school, through additional professional development and an increased number of adults in classrooms. Recently, performance management has been successfully introduced. The principles of best value are clearly in place and the school spends its money wisely.

Accommodation is a weakness which the school has major plans to address. Several classrooms are very cramped and the Year 6 classroom is unsuitable for practical activities, such as art or design and technology. Information and communication technology is also weak, with inadequate accommodation and resourcing as well as insufficient time for the pupils to develop their skills in this area.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

One hundred and six questionnaires were returned (42 per cent of the total number sent out) and 22 parents attended the meeting arranged with the inspectors.

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like going to school.</li> <li>• Children are making good progress.</li> <li>• Behaviour is good.</li> <li>• The teaching is good.</li> <li>• Children are expected to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work children are given to do at home.</li> <li>• The amount of information on how children are progressing.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspectors endorse the positive views of parents. The inspection team considers that the school does set sufficient, appropriately considered homework tasks and that parents are adequately informed about their children's progress. The school does provide a satisfactory range of extra-curricular activities, including concerts, productions and clubs.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**By the end of Key Stage 2, the pupils attain standards that are well above average, with particularly high standards in literacy, numeracy and science.**

1. By the time they leave the school, almost all the pupils have very good reading skills. The teachers monitor reading performance with regularity and rigour and hence are able to address any reading weaknesses quickly. The proportion of pupils in each year group with a reading age below their chronological age decreases steadily as the pupils move through the school. Recent purchases of reading material include texts that motivate boys more readily as the school had identified potential under-performance here. The school has successfully adapted the National Literacy Strategy to meet the pupils' needs best and thus, for example, additional reading opportunities have been created for targeted pupils beyond the literacy hour. The teachers know well how to help the pupils reach the higher levels of the National Curriculum and due emphasis is given to preparation for tests and assessments. In literacy lessons, there is strong attention paid to analysing text, such as in a lesson on W.H. Auden's poem, "Nightmail", when Year 5 pupils spent a solid 30 minutes discussing the strengths of the poem with maturity and evident enjoyment. These pupils could quickly identify how Auden had created the 'train' effect, demonstrating their clear knowledge and high ability.

2. The pupils' writing skills are also above average. Scrutiny of the pupils' written work revealed the rapid progress that they are making over time. The key to this impressive improvement rate lies in the recent emphasis given to writing by the school. The pupils have personal targets related to aspects of writing, and the older pupils themselves monitor how well they are doing in meeting their targets. In classrooms, therefore, during the inspection, pupils were observed showing their written work to the teacher and requesting that their target card be appropriately marked to record their success in meeting the stated target. Once it is met, a certificate is duly awarded and the pupils evidently feel more confident and competent. Writing is well presented, although information and communication technology is rarely used to further improve presentation. A Year 3 lesson on writing instructions demonstrated many of the school's strengths in writing. The topic selected was motivating in itself (rules for 'Pass the Parcel'). The teacher carefully wrote down all the pupils' suggestions, thereby modelling good writing practice. Strong subject expertise enabled the teacher to help the pupils identify parts of speech confidently. The high quality of writing is evident in several compilations of poems published by the pupils in Year 6.

3. The older pupils are equally motivated and successful in mathematics. National Curriculum results over the past five years have been consistently above the national average at Key Stage 2. Standards are high because the teachers know precisely what the pupils can do and build carefully on this to extend areas of knowledge. Thus, in a Year 5 numeracy lesson, the teacher challenged the pupils consistently through rapid-fire questioning, to explain how they could calculate the perimeter of a rectangle. The teacher maintained a brisk pace to the lesson through setting regular time targets for the pupils to complete a task and she finally rounded off the lesson effectively by asking the pupils to summarise the lesson's outcomes. The pupils very much enjoyed the practical elements of this lesson and were able to articulate their thinking through the confident use of mathematical terms and concepts.

4. In science, the pupils consistently achieve well above average results at the end of Key Stage 2. In 2000, for example, half the Year 6 pupils attained the higher level in science, compared with the national average of 34 per cent. The pupils achieve so well because they bring such positive attitudes to their work and this is matched by the teachers' interest and

knowledge. All the staff are confident in teaching science and the school benefits from an attractive and well-stocked environmental area in the school grounds. During the inspection, this environmental area was consistently used by different classes to undertake experiment and research. The school has also recently ensured that there is a good range of science books in classrooms and the library to enable the pupils to read about science more widely.

**The quality of teaching is good, with teachers having high expectations of what the pupils can achieve.**

5. The quality of teaching across the school is good due to a number of factors. All the teachers know their pupils very well and are thus able to pitch the level of challenge in activities to best meet the needs of individual pupils. Almost all lessons observed during the inspection had two clear hallmarks: a clear written and spoken statement by the teacher of the objective at the outset of the lesson and later evaluation by the class of how well the objective had been met and very effective questioning by the teacher to assess the current depth of knowledge of the class in the area about to be taught. A Year 4 music lesson highlighted these features of good teaching at St John's. The teacher had excellent subject expertise and initially outlined the key musical concepts that would be covered in the lesson; knowing the pupils well, she was able to create groups of pupils that would work collaboratively together in the music-making activities. After each group had performed their instrumental piece, the teacher questioned the rest of the class assertively, to help the performing group improve their work. Finally, the whole class performed the complex piece together and the teacher appropriately praised the pupils and encouraged them to articulate their achievements.

6. The teachers have high expectations of what the pupils can achieve. There is very strong awareness by the teachers of what the pupils need to do to reach the next National Curriculum level and this is evident in planning and teaching. It is also evident in the analysis of assessment data: the school devises action points for improvement following statistical analysis of all national statutory and optional tests. Thus, a Year 2 numeracy lesson, using money to explore mental calculation strategies, included group activities which were carefully planned to extend the pupils' thinking as they prepare for their end-of-key-stage assessments. A classroom assistant was very effectively deployed to support the least able group while the teacher focused on the average-attaining group. The teacher was acutely aware of the level of understanding of this group and she used a range of practical activities, such as counting slices of pizza and chips, to explain why 15 could not be easily divided by four.

7. Teachers prepare very carefully for each lesson. Planning is detailed and takes full account of the pupils' current capabilities, each lesson building on this. Time is used well in lessons, with resources always readily available and generally of good quality. A good example of the school's commitment to meet individual pupils' needs is the current task of updating schemes of work to consistently include challenging activities for the most able pupils. Support staff, students and volunteers are well briefed by the teachers, so that everyone knows well beforehand their part to play in the lesson. Support staff frequently record their perceptions of how well their pupils are learning and then hand these notes to the class teacher to help plan future lessons. At times, there are several adults supporting the class, and the teachers were able to orchestrate this very welcome support effectively. A Year 1/2 literacy lesson on Spike Milligan's poem 'On the Ning, Nang, Nong' demonstrated very effective use of support staff, as the classroom assistant motivated a small group of pupils to participate in a phoneme cube game and thereby effectively covered some basic skills.

**The attitudes of the pupils to all aspects of school life are very good.**

8. The pupils demonstrate very good attitudes to school and this partly accounts for the high standards evident by the time the pupils leave the school. In lessons, the pupils consistently show great interest in learning and take pride in completing tasks and improving on their first efforts. A reception class exemplified such attitudes in a religious education lesson on leaders. Each child carefully contributed ideas in turn about the duties of the headteacher and they listened attentively to each other as these ideas were shared. As the teacher praised their contributions, the pupils became more confident and deepened their thinking to explore the 'caring' duties of the headteacher as well as the more obvious managerial roles. Although the pupils craved to offer suggestions, they were able to be patient and wait their turn with some maturity and self-control.

9. These positive attitudes are also brought to other aspects of school life. The after-school clubs are frequently over-subscribed and the pupils participate enthusiastically in school productions and concerts. The pupils can be trusted to be responsible and playground activities at lunchtime reflect this, as older pupils deliberately play with far younger children, acting as 'buddies'. When all the pupils come together at assembly, they behave very sensibly, caring for each other and showing keen interest in each other's ideas and contributions.

10. The pupils are keen to take on responsibility and show initiative. There are good opportunities for the older pupils to assist younger ones. A shared reading scheme enables Key Stage 2 pupils to read with Key Stage 1 pupils on a weekly basis. The Year 6 pupils evidently enjoy being library monitors and helping younger pupils to locate and use the library facilities. Older pupils also benefit from office experience, such as answering the school telephone at lunchtimes and undertaking a range of clerical tasks. Each class displays a list of monitors for various tasks, which change on a weekly basis.

11. As the pupils are so motivated and keen, this means that the teachers can plan for ambitious and challenging lessons that rely on very good responses. A Year 4 circle time session demonstrated this, as the pupils had to maintain considerable self-discipline in a gaming context, but they behaved sensibly and maturely, respecting each other's ideas and contributions. Thus, in lessons, teachers are often able to focus on individual pupils and help them progress as the rest of the class can be trusted to manage their own learning.

**The school very effectively promotes the pupils' personal development, including their spiritual, moral, social and cultural development.**

12. The teachers know their pupils very well indeed and promote their personal development in all aspects of school life. In planning lessons and school events, the staff consistently consider the needs and abilities of individual children. Staff meetings generally include focused discussions on pupils causing concern and ways in which all the staff can improve the situation. 'Circle time' is used across the school as an effective vehicle to reflect on individuals' feelings and current concerns. In one such session, the pupils shared their thoughts on trusting and respecting each other, and the teacher sensitively ensured that individual improvements, however small, were celebrated by the whole class. She also read aloud a list of rules and explored successfully why such rules need to exist.

13. Spiritual development is very well promoted. The assemblies generally include reflection and spiritual awareness of significant areas through presentation, song, discussion and prayers. During the inspection, an assembly was held on Ash Wednesday which clearly reflected the significance and meaning of this religious event. A calm, reflective atmosphere was created through music, song and a presentation which exemplified the moral at the heart of the assembly. A Year 3 religious education lesson also demonstrated effective spiritual

development. The score from 'Schindler's List' was effectively used to show how music can affect our emotions. The pupils responded with empathy and a strong awareness of the power of music to create atmosphere and emotion.

14. Moral and social development is also very well developed. All the adults working and helping in school effectively promote and foster values such as honesty, fairness and respect for truth. In lessons, there is clear consistency in applying the principles of right and wrong, such as all the class discussing in circle time what is acceptable and unacceptable behaviour. Social development is strong because there is a strong community ethos in the school - everyone, adult or child, working together successfully. The school successfully delivers its stated vision of 'Working and learning together to achieve our best'.

15. Cultural development is given high priority by the school. Staff work hard to ensure that the pupils are actively involved in stimulating events beyond the school. Links with the local secondary arts college provide specialist teaching in music, drama and dance for Year 6 pupils. School performances and concerts are regular events, with all older pupils involved, and the annual school production is ambitiously staged. Many curricular projects reflect cultural diversity, such as links with a village in Pakistan, Venetian masks used in assemblies and artefacts such as the Koran on display around the school.

**The school is well led and managed, with a strong team of staff determined to improve the school still further.**

16. The school has experienced leadership difficulties over the past few years, with four different headteachers or acting headteachers over the past five years. However, a real strength of the school is the way in which the governors and staff have worked hard and successfully together to minimise the impact of these difficulties on teaching and learning. The school has continued to develop successfully, introducing the National Strategies for Literacy and Numeracy with rigour, and planning with determination for the improvement of the accommodation.

17. Morale is high in the school and there is a shared commitment to further raise standards and improve provision. The teaching staff take on their co-ordinator roles with enthusiasm and manage these duties well. The current acting headteacher is working hard and successfully to maintain good levels of staffing and encourage the teaching and support staff to continue to offer stimulating opportunities for the pupils in lessons and beyond. The head-designate has been introducing many new strategies to raise standards and improve accommodation and resourcing. As former acting headteacher, she has evidently managed the school with confidence and a clear vision of the school's future developments.

18. Monitoring and evaluation are strengths of the school, largely due to the efforts of the head-designate. Classroom observations have been regularly undertaken and then changes have been made to improve provision. The pupils' written work is also scrutinised regularly, which has led to the school's marking policy being more successfully implemented. The analysis of test results is rigorous and used positively to create manageable but challenging targets for individual pupils and year groups. Performance management has added a new strand to the school's monitoring and evaluation strategy, with all teachers agreeing on some common targets to ensure that whole-school developments are implemented. The school's investment in initial teacher training helps the school considerably, through honing the teachers' skills in observation and planning, as well as providing additional, trained staff to support learning.

**Provision for the arts is particularly strong and standards are high by the time the pupils leave the school.**

19. The arts are a strength of the school because all the staff regard this area of the curriculum as vital and fundamental to the pupils' development. The pupils benefit from opportunities rarely found in other schools. Close links with the local secondary arts college enable the oldest pupils to be taught by specialist staff from the arts college in drama, dance and music on a weekly basis. The level of peripatetic music tuition is high, with a team of visiting specialists and parents providing lessons in guitar, trumpet, violin, cello and recorders. A school orchestra performs concerts in the summer and an annual school production involves large numbers of pupils at Key Stage 2. A CD of the pupils' music has been professionally published to commemorate the millennium. Artwork by the pupils is regularly exhibited beyond the school at such venues as the Guild Gallery and there is a very full programme of visits to the major Bristol art galleries and museums. The pupils have also performed at the Bristol annual dance festival.

20. Several lessons were observed during the inspection which confirmed the arts as a strength of the school. A Year 6 music lesson, led by a music specialist from the arts college, enabled the pupils to view themselves on video in performance. The use of such specialist equipment raised the quality of performance and facilitated deep discussion on musical aspects of the session. Vivaldi's 'Spring' was then effectively used as a stimulus for responding to recorded music and the pupils enthusiastically articulated their understanding and response to the piece. A Year 1/2 art lesson demonstrated a very wide range of group activities: weaving, collage/sculpture and salt dough making. The teacher in this lesson effectively orchestrated a team of classroom assistants and parents to support learning and maximise practical application of different techniques.

21. Artwork on display around the school clearly reflects the high quality of pupils' efforts. An artists' week is held annually, when each class focuses on the style of a different professional artist and then experiments to produce original and stimulating work. The school hall contains samples of the outcomes of this year's artists' week: detailed self-portraits, using oil pastels, based on the cubist work of Picasso; sculptures of circus rings and fish, using coat hangers, wire and assorted materials, in the style of Alexander Calder; and fields of flowers, painted by dabbing and then using brush strokes to create a Monet-style effect. In classrooms and corridors, the innovative art work of the pupils brightens the environment and creates a stimulating backdrop for learning.

## **WHAT COULD BE IMPROVED**

**Standards at the age of seven are not as high as they could be, especially in mathematics.**

22. The pupils enter the school at the age of four with above average attainment but test results at the end of Key Stage 1 do not reflect this. The baseline assessment on entry to the school identifies good mathematical and problem-solving skills but weaker literacy skills. However, by the age of seven, the pupils in 2000 achieved average attainment in mathematics and, when compared with those in similar schools, their results were well below average. Reading results at Key Stage 1 in 2000 were above the national average but below the results of similar schools. Writing attainment was meeting the national average but below the results of similar schools. Some pupils do not make sufficient progress at Key Stage 1, particularly the higher attaining pupils to reach the higher National Curriculum levels. The teachers' expectations at Key Stage 1 for the more able pupils are not as high as at Key Stage 2. These results need to be seen in the context of the whole school age range, as by the age of eleven, the pupils are achieving consistently well above average results in English, mathematics and science.

23. The school has been working hard to address this identified weakness. Much better analysis of test results is now taking place and action is being taken to improve future performance. The school is clearly targeting specific groups of pupils, such as the higher attainers, and curricular areas for attention. Writing was a focus for improvement last year and, for example, the school introduced spelling target sheets for pupils' substantive training for staff on spelling, new teaching materials and an improved marking scheme. Although the school planned for a 10 per cent improvement in Key Stage 1 assessment results, the 2000 cohort achieved a 20% overall improvement rate. Mathematics has also been under close scrutiny, with new groupings of pupils following termly assessment tests and resources upgraded to best meet the demands of the numeracy hour. The school is appropriately targeting an increase in pupils attaining the higher National Curriculum levels in mathematics as this proportion is currently below the national average.

24. Thus, the school is aware of this weakness in standards at the end of Key Stage 1 and has started to implement procedures for improvement. The school has been successfully introducing a wide range of strategies which are improving results over time. There are appropriate plans to continue this rigorous scrutiny of performance and resultant phased actions for improvement.

**Standards are below average in information and communication technology across the school and provision in this area is unsatisfactory.**

25. Attainment in information and communication technology is unsatisfactory. This is due to a number of factors. There are insufficient computers available, so that the pupils do not have sufficient opportunities to practise and develop skills. Also, the computers that are available are not effectively used for learning. The full requirements of the National Curriculum are not covered for information and communication technology, with no 'monitoring' and little use of 'control'. Pupils at Key Stage 2, for example, are not given opportunities to use computers to sequence instructions to achieve a desired result. There is limited access to the Internet and an overall lack of staff confidence and expertise.

26. Some elements of this subject are, however, satisfactory. Pupils' word-processing skills are developing well throughout the school as the Year 6 poetry compilations demonstrate. The younger pupils can enter text and save their work, as well as use a narrow range of software, such as a painting programme. Many pupils can change font size and colour, and also import decorative borders and pictures around their text. Many older pupils use the World Wide Web at home for various purposes.

27. The school is aware of the weakness in information and communication technology and has plans to address this. The detailed development plan for this area includes a new computer suite, extended staff training and a great increase in the number of computers and the range of hardware and software available. One of the co-ordinators is just completing a major training programme through the New Opportunities Fund and she will shortly commence school-based training for all staff. The governors have been actively involved in planning the new site and purchasing appropriate resources. The current cramped accommodation in many classrooms has meant that the school had had to plan for additional space in a renovated building to provide appropriate facilities.

**The accommodation has significant weakness, with several classrooms too small to teach all subject areas.**

28. The accommodation available, particularly at Key Stage 2, restricts the opportunities for learning. Due to the very small size of some classrooms, it is difficult for teachers to deliver such aspects as the National Literacy Strategy, as there is simply insufficient space



for the pupils to gather round a big book or group themselves around tables. Circle time is also restrictive, as the pupils would normally sit in an 'empty' circle. Year 6 pupils are unable to do this as there is no available space to move the desks. Art and design and technology are two further curricular areas which are difficult to deliver in cramped conditions, particularly as there is insufficient corridor or workshop space beyond classrooms themselves. The lack of water and sinks in most classrooms adds to the drawbacks of the overall accommodation.

29. The school has plans to improve accommodation in the future. A building programme is due to commence in autumn 2001 which will provide additional classroom space and a separate suite for information and communication technology. Parents are extremely concerned about the poor accommodation, particularly at Key Stage 2. Despite the lack of space, the pupils work sensibly and maturely in lessons, using equipment carefully and helping each other to manage in the cramped conditions, particularly in Year 6.

**Attendance rates are below average.**

30. The last inspection report in 1997 identified attendance as a weakness and this is still the case. The attendance rate for 1999-2000, at 94 per cent, is below the national average and the rate of unauthorised absence is also above average. Punctuality is also weak, with several pupils arriving late for school on a regular basis. During the inspection, for example, four pupils in one class arrived late in the morning after the class had already changed for physical education and was warming up in the hall. This lateness impacts adversely on all the pupils' learning, as do frequent absences from school.

31. The school has put in place a number of strategies to improve attendance and punctuality. The school's policy on attendance is sent annually to all parents and frequent reminders are included in newsletters. Registers close promptly at 9.05am and the late book is monitored. Letters are sent home to parents if there are difficulties. However, pupils' attendance and punctuality continue to be a weakness although the school has worked hard to address the problem.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve the standards of education further, the headteacher, staff and governors should focus upon the following:

**1. Raise standards at the end of Key Stage 1, particularly in mathematics, by:**

- extending the analysis of performance data to identify weaknesses;
- raising the teachers' expectations of what the more able pupils can achieve;
- extending the use of target-setting and the pupils' involvement in this process.

(See paragraphs 22, 23 and 24.)

**2. Raise standards and improve provision for information and communication technology, by:**

- ensuring that there are sufficient computers, strategically placed, to enable all pupils to cover all aspects of the National Curriculum;
- providing sufficient resources and accommodation;
- providing staff with appropriate training to enable them to teach all aspects of the subject.

(See paragraphs 25, 26 and 27.)

**3. Improve accommodation, particularly at Key Stage 2, by:**

- implementing the planned building programme in autumn 2001;
- reviewing accommodation throughout the whole school.

(See paragraphs 28 and 29.)

**4. Improve attendance rates, by:**

- using more reliable methods to provide up-to-date and accurate statistics;
- communicating with parents as early as possible when non-attendance occurs;
- addressing the weaknesses in punctuality.

(See paragraphs 30 and 31.)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	70	4	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)		250
Number of full-time pupils known to be eligible for free school meals		16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		46

English as an additional language	No of pupils
Number of pupils with English as an additional language	30

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	20

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.7
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	21	19	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	18	17	18
	Total	38	37	38
Percentage of pupils at NC level 2 or above	School	95 (83)	93 (90)	95 (85)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	17	18	16
	Total	37	38	36
Percentage of pupils at NC level 2 or above	School	93 (88)	95 (88)	90 (98)
	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	16	16	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	15
	Girls	15	14	15
	Total	26	27	30
Percentage of pupils at NC level 4 or above	School	81 (89)	84 (86)	94 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	15	15	15
	Total	27	27	29
Percentage of pupils at NC level 4 or above	School	84 (89)	84 (85)	91 (94)
	National	70 (68)	72 (69)	80 (75)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	4
Indian	3
Pakistani	4
Bangladeshi	0
Chinese	0
White	216
Any other minority ethnic group	12

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

**Exclusions in the last school year**

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

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

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	31
Average class size	23

**Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	118

*FTE means full-time equivalent.*

**Financial information**

Financial year	99/00
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	£
Total income	462,550
Total expenditure	428,542
Expenditure per pupil	1,630
Balance brought forward from previous year	-13
Balance carried forward to next year	33,995

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	259
Number of questionnaires returned	107

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	29	7	0	1
My child is making good progress in school.	39	50	8	0	2
Behaviour in the school is good.	48	49	3	0	1
My child gets the right amount of work to do at home.	36	38	21	2	4
The teaching is good.	58	36	2	0	5
I am kept well informed about how my child is getting on.	32	48	13	6	2
I would feel comfortable about approaching the school with questions or a problem.	61	31	8	0	0
The school expects my child to work hard and achieve his or her best.	50	43	4	1	2
The school works closely with parents.	38	46	13	2	1
The school is well led and managed.	45	39	10	3	3
The school is helping my child become mature and responsible.	48	46	4	0	3
The school provides an interesting range of activities outside lessons.	30	39	14	6	11