

## **INSPECTION REPORT**

### **HOTWELLS PRIMARY SCHOOL**

Hotwells, Bristol

LEA area: Bristol

Unique reference number: 108937

Headteacher: Mrs Jenny Taylor

Reporting inspector: Mr David Collard  
OFSTED Inspector Number: 11122

Dates of inspection: 11<sup>th</sup> - 12<sup>th</sup> June 2002

Inspection number: 198705

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: County

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Hope Chapel Hill  
Hotwells  
Bristol

Postcode: BS8 4ND

Telephone number: 0117 9030044

Fax number: 0117 9030048

Appropriate authority: The Governing body

Name of chair of governors: Mrs Janet Askew

Date of previous inspection: November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
11122	David Collard	Registered inspector
13450	Jenny Madden	Lay inspector
21086	Elizabeth Strange	Team inspector

The inspection contractor was:

Lincolnshire Education Associates

The Innovation Centre  
Europarc  
Grimsby  
North East Lincolnshire  
DN37 9TT

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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Hotwells Primary School is situated in the city of Bristol. It serves a varied population and has 226 pupils on roll. This is about the same size as an average primary school. There are 26 children in the nursery class who attend part- or full-time. There are eight classes with pupils from three to 11 years old. Pupils start in the reception during the year that they are five and come from a variety of social backgrounds which is broadly average overall. The number of pupils entitled to free school meals (14 per cent) is similar to the national average. At present, there are 12 pupils who are learning English as an additional language and 7.5 per cent of the pupils come from a minority ethnic background. Twenty-seven per cent of pupils are on the special educational needs register, which is above the national average. Three pupils have a statement of special educational need, which is above the national average. Attainment on entry to the reception is average. The attainment of pupils at the end of the Foundation Stage (at six years old) is variable but, at present, is average overall.

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

This is a very effective school. It rightly gained 'Beacon' status in 1999 for the sustained improvement made in standards. By the end of Year 6 these are good overall but the achievement made by pupils over the time they are at the school is very good. Basic skills are gained through the steady improvement in Years 1 and 2. These are developed through Years 3 to 6 and pupils leave with above average standards particularly in English and mathematics. The overall quality of teaching is very good and this ensures that there is very good learning. The school is very ably led by the headteacher and very well supported by the deputy and senior teacher. The governing body provides good support and has a strong sense of purpose. All staff are highly valued and this has helped the school gain an 'Investors in People Award'. Because of the high profile of the school and the effectiveness of their support for other establishments there are many extra funds available through government and national initiatives. However, despite the higher than average cost per pupil, the school is still able to provide good value for money.

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

- Pupils achieve good standards particularly in English, mathematics and science and very good progress is made by the time they are eleven years old.
- The quality of teaching is good in the Foundation Stage and very good in Years 1 to 6 and pupils of all ability are able to succeed well.
- The very good quality of leadership and good management that demonstrates a clarity of purpose, high expectations of learning and comprehensive strategies for improvement.
- The very broad range of opportunities offered through the curriculum and other activities.

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

- Further development of the transition between the reception class and Year 1.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1997. At that time the school was well placed to sustain improvement and this has proved to be very much the case. A new headteacher has been appointed who has continued to provide strong leadership. The key issues concerning monitoring curriculum provision, sharing staff expertise, applying and using mathematics and the monitoring of foundation subjects have all been fully addressed. In all cases there has been substantial improvement. There is a wide range of data and reporting of all subjects and standards in mathematics have risen to good levels because of a more practical and investigative approach. The solid curriculum provision in all subjects has come about because of the way that co-ordinators have reviewed the attainment and provision of their own areas. As a result, standards have also improved. The developments in sharing expertise provide good models for other schools. New national and local initiatives such as the literacy and numeracy hour have been incorporated well.

## STANDARDS

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

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

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

The table above shows that in National Curriculum tests the school has performed consistently well over a number of years. There was a slight dip in 2000 because the overall ability of these pupils was lower than in other years and there was a larger number of pupils with special educational needs. Despite this, pupils have made very good progress in their learning and have achieved well above average standards when compared to schools of a similar type. Pupils in the present Year 6 are achieving as well as those in previous years and better in science. Over 90 per cent are attaining at least the expected level in English, mathematics and science and half are working above this. As a result, standards are well above average. Good standards are also being achieved particularly in art and design, physical education, information and communication technology and in the humanity subjects of history and geography. This is because the teaching is strong; it is focused on improving the skills, knowledge and understanding of pupils in Years 1 to 6 and based on the solid teaching and learning of basic skills that takes place in Years 1 and 2. By the end of the Foundation Stage children have average standards and are ready to start work on the National Curriculum. Pupils in Year 2 are achieving good standards in reading, writing and mathematics and the very good teaching in the infant years is reflected in the improving trend in test results from below and well below average in 1998.

The targets set for this year are challenging but are likely to be achieved. They are based on a thorough analysis of performance over a period of time. Teachers are very aware of the intricacies and reasons why pupils might not perform as well as might be expected but there is a confidence that all has been done to ensure the highest attainment. Of particular note is the way that pupils starting the school with average ability often achieve very well and gain above the expected level.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school and strive to do their best. They are enthusiastic about what is offered to them.
Behaviour, in and out of classrooms	Very good. The quality of behaviour in the classrooms is a major contributory factor to the very good learning that takes place.
Personal development and relationships	Excellent. There are many ways in which the school encourages pupils to develop their relationships.
Attendance	Broadly average.

Behaviour around the school is often exemplary. Older pupils support younger pupils very well and are given opportunities to develop their own self-esteem. Although the opportunities at school are exciting there are a small number of pupils who are not always at school to take full advantage. The systems in place to monitor absence are starting to have some effect but not as fast as the school would like.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very good	Very 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.*

In all classes seen during the inspection the quality of teaching was almost always at least good, often very good and sometimes excellent. This is the reason why progress overall is also very good. Teachers plan carefully, use a wide range of different methods to interest and excite pupils and share common methods that pupils come to know well. An example of this is the high quality of marking. It is often undertaken meticulously, gives appropriate praise but also comments about what has been achieved in a lesson or across a topic. This provides the pupil with information about how well they are doing and gives the teacher information that will ensure the next piece of work is challenging. Groupwork is a feature of many lessons. Here, the work is set at suitable levels depending on the ability of the pupils and there is an expectation that a lot will be completed. Reception children are sometimes presented with too many activities and this spreads the expertise of the teacher and assistants too thinly. Concentration levels are lower and older five year olds are not being prepared as well as they might for work within the National Curriculum in Year 1. Learning assistants provide valuable support for pupils with special educational needs, those with English as an additional language and to aid the teacher in focusing on higher attaining pupils. Resources are always to hand or prepared ready to be given out. The teaching of literacy and numeracy is conducted very well. Some excellent lessons were seen in these subjects because of the very high level of subject expertise that was shown and by the clever use of different types of work that were set.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is very wide and varied. All subjects are taught in good depth and are supported by other activities such as visits, visitors or practical work.
Provision for pupils with special educational needs	Very good. Specific work by teachers and knowledgeable assistants is supported by thorough well-founded individual education plans. This enables pupils of all abilities to make very good progress.
Provision for pupils with English as an additional language	Good. Pupils are supported, sometimes in their mother tongue as the need arises. Early language is acquired well and pupils are often able to make good progress with their written communication.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual development is fostered through a good religious education scheme of work and by assemblies. Teachers highlight opportunities for developing a sense of awe in subjects such as science and history. Social and moral development is outstanding because the school has a common approach and sophisticated methods to develop this. Cultural development is very good. Examples include art, music, history and work on different cultural traditions.
How well the school cares for its pupils	Very good. The school has comprehensive systems in place to deal with matters concerned with child protection.

Parents are very supportive of the school and provide valuable assistance through fund-raising and classroom support. Over the last year the school has worked hard to ensure that parental links have been strengthened and that the school operates openly. Personal, social and health education are catered for very well through a systematic programme of discussion time and group skills. The latter focuses on improving pupils' understanding of things such as eye contact and body language. Much care is taken to ensure that pupils are looked after well while they are at school. This is especially noteworthy given the difficulties of the old buildings.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, since her appointment, has worked hard to develop a commonly agreed, shared approach to all improvements.
How well the governors fulfil their responsibilities	Good. The governing body provides a strong but questioning support to the senior management team. Decisions are challenged from a point of strength because governors are well informed about all new initiatives.
The school's evaluation of its performance	Very good. The strategic development plan is a thorough, purposeful working document.
The strategic use of resources	Very good. Because of the many initiatives that the school is involved in, there are substantial funds available over and above those that would normally be the case. These are used well to provide the best opportunities for the pupils.

The headteacher provides a strong lead and is ably supported by the deputy. Subject co-ordinators have been given more responsibility and have the knowledge and understanding to question and challenge decisions. The strategic development plan is very detailed and understood by those who use it. Outside evaluations are comprehensive and evaluative. These, added to the school evaluations, provide a strong foundation upon which to move forward. The governing body have become more aware of the need to monitor the use of resources and take good account of the need to provide the best value for money. The school site is difficult to maintain in the inner-city area. Parking is very congested and there is no grassed area for competitive sports available. However, the best use has been made of the space, including a new amphitheatre, play area and re-decoration of classrooms. The swimming pool has been converted into a computer suite and the dining hall is attractively laid out.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and progress well</li> <li>• There is strong leadership and good teaching</li> <li>• Parents are kept informed about how well their children are doing</li> <li>• Their children are being helped to become more mature and sensible</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work to do at home <i>(Comments were included that suggested this was sometimes too much or too little)</i></li> </ul>

The inspection team agrees with the positive views of the parents. There was no pattern about the issue of homework and inspectors feel it is given at an appropriate level. Whilst there were no other significant issues a very small number of parents do not agree with the amount of testing that takes place and indicate that there are not enough out of school clubs. The inspection team does not agree with these comments. Pupils, when asked about how many tests they had undertaken, had not realised that many were tests at all and had no adverse reaction. Especially in Years 1 and 2 the teachers are very careful to ensure that no undue pressure is put on individuals. The number of out of school clubs is high and more than is usually seen in primary schools.

## **PART B: COMMENTARY**

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

#### **Pupils achieve good standards particularly in English, mathematics and science and very good progress is made by the time they are eleven years old.**

1. On entry to the school in the nursery, children have average ability overall although the baseline assessments indicate that a significant number of pupils have standards that are below average in writing. The school rightly focuses on improving these skills at an early stage.
2. Pupils in the present Year 2 achieve good standards in writing, reading and mathematics, and very good standards in number and mental calculation. They are confident speakers and listen with intent to other pupil's contributions. The 2001 National Curriculum tests generally mirror these findings, although, in reading, pupils achieved average standards. These results dropped from 2000 although over the last five years there has been a steady improvement above the national trend. The better systems for identifying individual difficulties are the reason for this improvement. Pupils are put on special programmes that help them learn about different sounds and how words are made up of different blends. Computers are used to add a further dimension to this learning. A learning assistant provides good support and expertise and liaises closely with the classteacher. This has clearly identified those pupils who will benefit from the support and their progress has been good.
3. In the National Curriculum writing tests in Year 2001, pupils in Year 2 achieved above average standards. This has improved year on year from 1998 when standards were well below the national average. The number gaining the expected level and those achieving the higher level are above those nationally, despite these pupils having below average standards when they joined the school. Over the past three years this area has been a particular focus within the teaching. Its success is demonstrated by the way pupils are now more confident in producing a range of stories, poetry, reports and letters in a wide range of subjects. Pupils have produced fluent reports in religious education using information they have collected. It is well structured with an increasing range of punctuation and is written with ease. In history, for example, pupils have recorded how they have used pictorial sources to learn about the Great Fire of London. The diary accounts give an imaginary response that had good description showing that pupils could recall the work they had done previously.
4. The good progress made during Years 1 and 2 increases through Years 3 to 6. Early skills are built upon and extended so that pupils in the present Year 6 are confident speakers, readers and writers. In the 2001 National Curriculum tests, pupils achieved standards that were well above the national average and there was a particularly high number of pupils (43 per cent at Hotwells compared to the national average of 28 per cent) who achieved above the expected level. From the English lesson seen in Year 6, and the scrutiny of work through the year, this trend is still improving. During the lesson the teacher was undertaking a unit of work as a transition between Year 6 and Year 7. The pupils talked extensively about books by Michael Morpurgo. They compared the different opening paragraphs and could explain why it was important to develop an exciting 'hook' for the reader. In the discussion, one pupil showed great insight and an understanding about author's styles:

*“Would the book be different if it was written from a Japanese perspective rather than an American one?”*

He then went on to explain how he thought it might give a completely different ending.

5. In mathematics, pupils in Year 1 and 2 develop their basic skills well. Pupils in Year 2 can count up in twos and threes with confidence and can then count down. This is as might be expected but higher standards were seen during the lesson when some pupils then started to notice patterns in numbers and were encouraged to develop their ideas. The practical work on fractions was of a good standard. The most able pupils were able to see how counters could be divided into halves, quarters and eighths but then started to enquire why it was that 10 counters could not be divided between three. One boy reached the conclusion:

*"I would put the counter in the middle and divide it into three."*

6. Whilst this was not actually correct he was already beginning to understand the advanced concept that all counters had to be divided equally. The teacher had deliberately given this exercise to challenge mathematical thought and it proved highly successful. This type of questioning is a regular feature of lessons and the reason why pupils make such good progress. They are built upon through each year so that by the end of Year 6 pupils achieve standards that are well above the national average and are also well above average when compared to schools of similar types. In the present Year 6, over 90 per cent of the pupils are on line to gain at least the expected standards in the National Curriculum tests for eleven-year-olds and half to achieve above this. Evidence from lessons and work suggests this will be achieved.
7. Progress in science through the school is good. By the end of Year 2, pupils have average standards but have a good basis of knowledge so that better understanding can be developed through Years 3 to 6. Teachers place great emphasis on experimentation and discovery as a way of developing knowledge and understanding. As a result, standards are well above average by the end of Year 6. As with English and mathematics there are also a high number of pupils who achieve above the expected level. Pupils are able to combine their mathematical, scientific and computer skills well through the use of databases, graphs and charts. There are good links to personal, social and health education through a comprehensive range of activities. Older pupils are confident in making presentations. The lower writing skills of younger pupils were evident in one lesson in the computer suite when a number had difficulty in spelling words correctly.
8. Whilst a high focus is placed on English, mathematics and science other subjects are given a good priority. Standards are good in history and geography, art and design, physical education and information and communication technology. Various initiatives support these and other subjects. The school is involved in a national physical education project. A specialist tutor supports teachers on a regular basis and provides valuable expertise. The school has gained gold status in the 'Activemark' award scheme. There is also specialist teaching of dance, music and a volunteer reading programme. There is a wide range of visits and visitors, instrumental tuition and a French and Spanish club for Years 4, 5 and 6. Standards and progress are good because at the core of all work in the school is the need to provide continuous opportunities that build upon what has gone before. Teachers have the confidence to realise that progress is important in each year but that without the building blocks of skills in each subject this progress will be limited. As a result, pupils' achievement over their time at the school is very good.

**The quality of teaching is good in the Foundation Stage and very good in Years 1 to 6 and pupils of all ability are able to succeed well**

9. At the time of the last inspection teaching was good overall but because of the many initiatives that have been developed over the intervening years this has improved and is

even better. There is a strong, shared commitment in the planning process, behaviour management strategies and in methods of classroom organisation, marking and assessment. Parents have rightly identified this as being the major reason for their children doing well.

10. Teaching in the nursery is good. The structure of each lesson is very thoroughly thought out and links well to the nationally agreed early learning goals. The teacher ensures that children are also allowed to play and make their own choices about the activity they pursue; for instance when they were preparing healthy sandwiches. With the help of the teacher and assistant they talked during the lesson seen about spreading butter and whether to use brown or white bread. Over half the group undertaking counting activities could count to 20 and could answer questions about adding one more counter. The excellent role-play area of the beach enabled children to use extensive language about flavoured ice creams. All this is because the teacher carefully plans the activities over the week, allowing the children to learn and play at the same time. There is very good provision for those pupils with special educational needs and English as an additional language including regular speech programmes set by a speech therapist. The reception class builds upon these early experiences and teaching here is also good. Pupils are encouraged to use a large vocabulary and again the planning incorporates the early learning goals. Behaviour management is good.
11. In Years 1 to 6 the teaching is very good overall. The day-to-day planning of lessons is comprehensive and links well to the very thorough medium-term and whole-year planning. Joint training sessions have been undertaken to ensure that there is a balance between learning new skills and knowledge whilst at the same time using what has already been learnt to develop better understanding. An example of this is in the way that the new computer suite has been timetabled to allow classes the time to pursue work connected with themes or topics in other subjects. This allows information and communication technology to be integrated within all other areas of the curriculum. In a Year 6 numeracy lesson about graphs the teacher made assumptions about the level of knowledge that the pupils had because he was aware of what had been planned before. This ensured that all levels of ability made very good progress. The teacher also realised that the previous day pupils had gained understanding even more quickly than he had expected and therefore he needed to plan a higher-level task. By the end of the lesson a number of pupils were able to talk about positive and negative numbers and were beginning to draw out some common rules such as the type of line that would be drawn on the graph when both numbers were negative. This was well above the level that might be expected for their age.
12. Pupil management is very good and one teacher stated that:

*"I can get on and teach as I should because behaviour is not an issue."*

There is a thorough positive behaviour policy in place that emphasises the need to acknowledge good effort or high quality work. Its strength is in the way that unacceptable behaviour will not be tolerated. There is a common system across all classes that is clearly understood by all pupils and is clearly visible in its approach. Pupils' opinions are valued by teachers and there is a mutual respect between the whole school community. During independent work pupils concentrate hard, are interested and motivated because they find the work challenging and exciting. In a social skills lesson in Year 1 the teacher targeted questions about parent birthdays to encourage all pupils to be involved. This included giving a pupil with special educational needs a special book to look at with her assistant. If there were any lapses in concentration these pupils were drawn back into the conversation by name and asked to contribute. In the good written work that followed the pupils wrote birthday invitations inviting

their parents to plays and puppet shows, and one pupil was given a special listening sticker for her effort.

13. Teachers have a comprehensive understanding of the subjects they are teaching. Where the school has felt there have been minor deficiencies, such as expertise in music and physical education, then good specialist support has been provided. It is particularly good in physical education lessons. The classteacher and specialist assistant work closely together. This enables the classteacher to improve expertise; for instance about the types of activities to choose. In all lessons learning assistants are used very well. Good examples include the support for special educational needs. Assistants are given thorough training and are now confident enough to set up their own programmes. Lunchtime assistants have provided training to other schools in positive behaviour management strategies and playground games by giving their own computer presentations. The school values their support and encourages any new initiatives, sometimes using funding from the 'Beacon' budget.
14. Throughout all classes in the school, the very good marking follows a common format. Comments such as:

*"You have worked hard on this piece and have shown that you now know your multiplication facts to 10 x 10"*

help all pupils to improve their learning. Praise is given for good work whilst at the same time acknowledgement is made of a new piece of knowledge. In addition, the comments help teachers gauge the progress that pupils have made over the longer term. Just occasionally, the comments are not written so that pupils will understand the meaning because the language is too complicated. Pupils have regular targets set for improvement. This approach to setting targets for improvement is embedded into the whole school and for all ages. The entrance has photographs of each pupil and staff member detailing what they hope to achieve over the year. Encouragement is given to make these targets both academic and social with comments such as improving reading or learning an instrument.

15. All these positive features in the quality of teaching are resulting in very good learning in Years 1 to 6. Pupils work very hard, concentrate because of the exciting tasks they are given and produce a large amount of relevant written work. Teachers give good consideration to motivating pupils. In Year 6, for instance, the class is undertaking a transition unit in literacy that will help them prepare for their next school. This has been planned to follow on from the national testing week and lasting until they leave the school. Traditionally, this is a time when pupils in this yeargroup might be less motivated but the lesson seen demonstrated that pupils were enthused and animated by their responses to the teacher's questions.
16. Last year, attendance was well below the national average but it is now broadly in line. The school has developed new systems that are being monitored to check their effectiveness. However, for a very small number of pupils who are persistently taking days off there is disruption to their learning. The educational welfare officer is kept informed of any lateness and patterns of absence and follows these up with parents. This has not been as successful as the school had hoped.

**The very good quality of leadership and good management that demonstrates a clarity of purpose, high expectations of learning and comprehensive strategies for improvement**

17. There is a clear rationale for all decisions that take place and a clarity of vision that has built a firm foundation for progress. The recently appointed headteacher has followed on the tradition of strong leadership present at the time of the last inspection. She is very ably supported by the deputy headteacher. Over the last five years the school has continued to make improvement year on year. It has rightly gained recognition as a school that has improved its standards dramatically. This has rightly culminated in a prestigious 'Beacon' status. It has allowed the many good practices to be shared with other local schools who acknowledge that their success is partly due to the support from Hotwells. A benefit to the pupils at this school is the way that teachers are able to get a broader range of ideas for their own teaching methodology. This is encouraged by the strong leadership that is in place. All staff, parents and pupils are highly valued and again, was recognised nationally through the 'Investors in People Award'. This has recently been reviewed and given an 'excellent post' recognition. The school vision of 'Learning Together - Learning for Life' reflects the commitment to provide a wide range of high quality experiences and to ensure that pupils are prepared for their life in a diverse community.
18. The headteacher and senior management team has produced a comprehensive strategic and detailed improvement plan that encompasses all aspects of work. It is fully shared with all parties and teachers have a good understanding about the contents. It is at the core of all decisions but is flexible enough to allow for any new initiatives both locally and nationally. Subject co-ordinators are encouraged to develop their own areas and many have produced policies, schemes of work and further reviews. Teaching expertise is being enhanced through very good systems for performance management. These include support, training and common systems and strategies. Its success is evident in the amount of very good teaching seen during the inspection. A number of teachers are actively encouraged to support others and to build upon the strengths of their colleagues. 'Protean' teams have been set up where teachers can elect to be involved in planning activities linked specifically into the strategic plan and assessed against pupil improvement. One relatively inexperienced teacher is already using her expertise as a leading mathematics teacher for the county.
19. The effective governing body are well informed and aware of the need to ensure that there is a balance between sharing expertise and improving their own school. They are sensitive to the high profile that the school enjoys but balance this with professional but incisive questioning should the need arise. They have a good understanding of what happens in and around the school and many visit on a regular basis. Decisions about change are challenged knowledgeably because of the good information that governors receive. Recently, more has been done to improve the systems for ensuring best value and the finance committee meets regularly to assess the effectiveness of its decisions. Specific grants are used very effectively to support developments. Standards, systems and relationships have all improved since the last inspection.

**The very broad range of opportunities offered through the curriculum and other activities**

20. The curriculum has further improved since the last inspection although it was considered strong at that time. Statutory requirements are fully met for all subjects including religious education. Many subjects are taught very effectively through topics and themes. Specific time is given to information and communication technology in a

computer suite. Work here links well to subjects such as mathematics, history, geography and science. Personal, social and health education are incorporated into science lessons and discussion periods known as 'Circle Time'. These are conducted well. In a Year 5 lesson the pupils were practising games using non-verbal communication. The teacher asked pupils to mime a product and then in groups of four they sensibly and quietly set about the task. As had been identified within the planning the lesson concluded with the majority of the class making good eye contact, developing body language and silent communication. These exciting and different opportunities are a strong feature of the school's planning. An integral part of the format is the development of 'collaborative group work'. This includes teaching pupils about how to work in pairs or small groups, the need to build relationships, listen and react to other people. All staff including support assistants are actively involved in promoting this approach. It has had very positive benefits in the way that children learn.

21. Pupils with special educational needs are provided with comprehensive individual education plans that show small achievable steps. They are regularly reviewed and parents are involved at an early stage. The assessment co-ordinator has checked the achievement of boys and girls so that any appropriate steps can be taken to provide better opportunities. This has been the reason for a better approach. A group of Year 3 boys, for instance, receive more support for reading, as they do not do as well in tests. Pupils with English as an additional language are offered support, sometimes in their mother-tongue and make progress as good as other pupils. Talented pupils are given a range of additional support that will suit the need for their particular gift. The school has been part of a number of projects such as a Bristol city school's parliament, Primary sports awards, the Bristol celebration of dance and collaboration with the Bournemouth Symphony orchestra. Extra-curricular activities are wide and varied. They include 'Cool Learning' - an out of school club, sports, music, drama and art clubs. The environment around the school enhances learning. Despite the difficulties of an inner city site there is an attractive green area for boisterous and quiet play, well-decorated spaces for group work and an attractive dining hall. All these help give the school an excellent ethos for learning. They also help pupils start to consider about their own place in society and to have tolerance and respect for other cultures, traditions and beliefs. Its success can be seen in the way pupils interact with one another and by the care and consideration that is shown to all.
22. The curriculum is strongly supported by a range of assessment procedures to check its effectiveness. These have also improved since the last inspection with better use now being made of computer information. The deputy headteacher runs this very effectively and information is readily to hand. The teachers keep a good range of assessment data about their own class and use this to plan for each lesson. They are able to justify why individual groups are given particular tasks, relating it to test and assessment information.
23. Parents are kept fully informed about the progress of their children and there are good procedures for the care and welfare of all. Targeting sheets have been a new introduction and give parents an opportunity to develop work at home allied to that which their children are doing at school. The parents are justifiably pleased with the environment for learning. In the initial meeting with parents there were no adverse comments aimed at the school's procedures. They feel welcomed and fully support the new headteacher and staff.

## **WHAT COULD BE IMPROVED**

### **Further development of the transition between the reception class and Year 1**

24. Teaching and learning in the reception class is good. The conscientious teacher plans a wide range of activities to interest and motivate all the pupils. The ability of individuals is taken into account in the type of work that is given. However, there are times when there are too many activities and some of these are not preparing the children well enough for more formal work in Year 1. Many of these older reception children are ready to concentrate for longer periods. In a literacy lesson the children were asked to write some sentences about making modelling material. The group had advanced vocabulary and were able to make comparisons such as a photo being like a cinema. One child knew the word 'vowel' although he used it incorrectly. The children could organise their own work and collected the clipboards they needed. However, when they came to writing their experiences the rate of learning dropped because the concentration levels were lower. This was because the teacher and learning assistants were involved with other groups and could not give this group the attention it needed. In this case the organisation had been overcomplicated. These children will be entering Year 1 in the next term and, as yet, they are not sufficiently familiar with the more formal learning situations that will enable them to develop a mature approach to their work.

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

25. In order to sustain the improvement in standards the headteacher, governors and staff should:
- (i) Make the transition between the Reception Year and Year 1 more manageable by:
- planning each lesson with a sharp main focus;
  - providing a more limited range of activities in each session;
  - being more selective when planning learning activities to ensure that they are clearly linked to the main teaching focus.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

16

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

33

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	5	1	0	0	0
Percentage	19	44	31	6	0	0	0

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

### *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	214
Number of full-time pupils known to be eligible for free school meals	0	32

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	5	66

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	12

#### **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	7

### *Attendance*

#### **Authorised absence**

	%
School data	5.6
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	17	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	15	15	16
	Total	30	31	33
Percentage of pupils at NC level 2 or above	School	88 (97)	91 (97)	97 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	15	13	13
	Total	30	30	29
Percentage of pupils at NC level 2 or above	School	88 (97)	88 (97)	85 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	15	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	13	10	12
	Total	24	21	25
Percentage of pupils at NC level 4 or above	School	86 (97)	75 (85)	89 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	13
	Girls	15	12	14
	Total	27	23	27
Percentage of pupils at NC level 4 or above	School	96 (97)	82 (88)	96 (91)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	2
Black – other	1
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	0
White	157
Any other minority ethnic group	14

*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)	8.5
Number of pupils per qualified teacher	25
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	146

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	2.6
Total aggregate hours worked per week	49
Number of pupils per FTE adult	16

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/02
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	£
Total income	546896
Total expenditure	552978
Expenditure per pupil	2333
Balance brought forward from previous year	25979
Balance carried forward to next year	19897

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out

258

Number of questionnaires returned

82

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	73	26	1	0	0
Behaviour in the school is good.	65	32	0	1	1
My child gets the right amount of work to do at home.	50	32	11	5	1
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	54	42	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	80	17	1	1	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	61	33	5	1	0
The school is well led and managed.	88	10	0	0	2
The school is helping my child become mature and responsible.	84	15	0	0	1
The school provides an interesting range of activities outside lessons.	63	28	4	0	5