

# INSPECTION REPORT

## **GLENFROME PRIMARY SCHOOL**

Bristol

LEA area: Bristol

Unique reference number: 108931

Headteacher: Mrs M Edwards

Reporting inspector: Stephen Dennett  
13712

Dates of inspection: 26<sup>th</sup> February to 01<sup>st</sup> March 2001

Inspection number: 207048

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Cottisford Road Eastville Bristol
Postcode:	BS5 6TY
Telephone number:	0117 951 6017
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Davies
Date of previous inspection:	5 <sup>th</sup> October 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr S Dennett	Registered inspector	Science Information and communications technology Art and design Design and technology Equal Opportunities	1.0 What sort of school is it? 2.1 The school's results and achievements 3.0 How well are pupils taught? 7.0 How well is the school led and managed? 8.0 What should the school do to improve further?
11564	Mrs J McKay	Lay inspector		5.0 How well does the school care for its pupils? 6.0 How well does the school work in partnership with parents? [2.2 Pupils' attitudes, values and personal development] [4.0 How good are the curricular opportunities offered to pupils?] [7.0 How well is the school led and managed?]
18498	Mrs D Morris	Team inspector	English History Religious education Foundation Stage Special educational needs English as an additional language	[4.0 How good are the curricular opportunities offered to pupils?] [7.0 How well is the school led and managed?]
22704	Mr G Williams	Team inspector	Mathematics Geography Music Physical education	2.2 Pupils' attitudes, values and personal development 4.0 How good are the curricular opportunities offered to pupils? [5.0 How well does the school care for its pupils?] [7.0 How well is the school led and managed?]
13150	Mr P Ollis	Team inspector	English Music	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Glenfron Community Primary School provides full time education for 142 pupils aged four to eleven. There are currently 70 boys and 72 girls on roll. At the time of the inspection there were six pupils who were under the age of five in the Reception class. Children generally enter the school with abilities which are below average, especially in their use of language. The school has a mixed catchment area and the social and economic circumstances of the majority of pupils are relatively disadvantaged. A third of pupils are eligible for free school meals, which is well above the national average. The majority of pupils, nearly three-fifths, come from backgrounds other than white European and just over a quarter speak English as an additional language, which is very high compared with national averages. Just over a third of pupils are on the school's register of special educational needs, which is well above the national average. Four pupils have statements of special educational needs, which is also above average.

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

This is an improving school which has done much to address nearly all of the serious weaknesses found at the time of its last inspection. It is now effective in providing a satisfactory level of education for its pupils. Standards have improved significantly in mathematics and science and are now close to national averages. The quality of teaching is at least satisfactory and in some subjects, it is good. The headteacher, governing body and senior managers provide very good leadership and a clear educational direction for the work of the school. Overall, the school provides satisfactory value for money.

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

- The school has good systems for managing pupils' behaviour and as a result, behaviour is generally good throughout the school.
- There is good provision for pupils with special educational needs.
- Provision for pupils' personal development is good.
- There is a very good range of extra-curricular activities to broaden pupils' educational experiences.
- The school has worked hard at improving relationships with parents, whose views of the school are very positive.
- The leadership and management of the school by the headteacher, governing body and senior managers is very good.

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

- Standards in English are below average.
- Standards in information and communications technology, design and technology, geography, history and music are below the expected level.
- Information and communications technology is not used effectively to support learning in other subjects.
- Pupils have insufficient opportunities to develop their investigative skills.

*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 many significant improvements since its last inspection. Three of the key issues raised at that time have been fully addressed, along with the two minor issues. The leadership and management of the school is now very good. The effective action plan drawn up by the governing body and headteacher has moved the school forward significantly and there are rapid improvements being made in many areas. The unsatisfactory financial control found by the last inspection has been improved and all financial systems are now good. The school also now meets all statutory requirements. The poor relationships with parents and lack of confidence in the school has been addressed very well and the majority of parents are now very positive about the school. Great attention has been given to development of pupils' personal and social education and standards in this area are now good. Most of the inadequacies in resources have been addressed, including the provision of new computers and associated hardware. The one area which has not been fully addressed since the last inspection is the raising of standards in English, mathematics, science and information and communications technology. Although there have been

recent improvements in mathematics, science and information and communications technology, standards in English remain below average. Observed standards in mathematics and science are now close to average. In the most recent national test, standards in these two subjects were close to those expected from schools with a similar number of pupils eligible for free school meals. Standards in information and communications technology have improved from poor to just below the expected level. In English, pupils' writing skills are poorly developed. A comparison with national benchmarks shows that, based on prior attainment at the end of Key Stage 1, pupils' achievement is close to the average for similar schools. In the light of the many improvements made over the last year and the well-conceived plans for further development, the inspection team is of the opinion that the school no longer has any serious weaknesses, and the weaknesses that remain are being addressed effectively.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	C	E	D
mathematics	E	E	D	C
science	E	E	D	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that in the national tests in 2000, standards in English were well below average and below average in comparison with similar schools. Standards in mathematics and science were below average nationally, but in line with those found in similar schools as determined by free school meals.

Standards at the end of the Foundation Stage are at the expected level in the mathematical and physical areas of development. Standards in language and literacy, knowledge and understanding of the world, creative development and personal development are below the levels normally expected of children aged five. At the end of Key Stage 1, standards in the 2000 national tests were well below in reading, both compared to the national average and with similar schools. Standards in writing and mathematics were in the lowest 5 per cent nationally and in comparison with similar schools. It should be noted that the cohort taking the test in 2000 had significant numbers of pupils with special educational needs and who speak English as an additional language. Standards in mathematics and science have shown steady improvement over the past three years. The school's targets for 2001 are that 65 per cent of pupils will reach level 4 or better in English and mathematics. Throughout the school, observed standards are below average in English, although levels of achievement are satisfactory bearing in mind pupils' underlying abilities and the fact that a significant proportion speak English as an additional language. Standards in mathematics and science are in line with national averages and their levels of achievement are satisfactory overall. Standards in information and communications technology are below average, but levels of achievement are appropriate as most pupils are making at least satisfactory progress in the subject. Standards in religious education are close to those expected by the locally agreed syllabus. Their achievement in this subject is satisfactory. Pupils' standards and achievement in art and design and physical education are at the expected level at both key stages. Standards in design and technology are below the expected level throughout the school. Although pupils' achievement is just satisfactory at Key Stage 1, it is unsatisfactory at Key Stage 2, where pupils lack sufficient design and evaluation skills. Pupils' standards and achievement are below the expected level in geography, history and music at both key stages. Standards in literacy are below average, but standards in numeracy are close to average. The standards achieved by pupils with special educational needs and English as an additional language are satisfactory.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are generally satisfactory and some are very enthusiastic about their work. A small minority of older pupils are disaffected, mainly boys.
Behaviour, in and out of classrooms	Behaviour is generally good throughout the school. The few incidents of challenging behaviour are dealt with well by staff.
Personal development and relationships	Pupils have good relationships with each other and with their teachers. Their personal development is good overall.
Attendance	Attendance is below the national average.

## 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 in lessons seen was good overall throughout the school. It was very good in seven per cent of lessons, good in 52 per cent of lessons and satisfactory in 35 per cent of lessons. In five percent of lessons, teaching was unsatisfactory. The overall quality of teaching and its effect on standards is satisfactory. Although standards are still below average in a number of subjects, most of the staff are new to the school and some to the profession. Their enthusiasm and good practice is beginning to have a positive effect. The quality of teaching in English is satisfactory overall, although teachers' expectations are not yet high enough to raise standards sufficiently. The teaching of mathematics is also satisfactory. Where teaching is good, teachers manage pupils well and provide them with worthwhile learning experiences. The pace of lessons is brisk and as a consequence, pupils make good progress in their learning. Teachers use good presentation and questioning skills to extend pupils' knowledge and understanding of the subject. Less successful lessons are lacking in pace, so that pupils make only minimal gains in their learning. Occasionally unsatisfactory behaviour management means that a minority of disruptive pupils prevent the attentive majority from learning effectively. One particular strength of teaching is the way in which teachers and all staff make every effort to ensure that all pupils have equal access to the curriculum, irrespective of their gender, ethnic background or prior attainment.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has an appropriately broad and balanced curriculum. The range of extra-curricular activities is very good. However, insufficient emphasis is placed on developing pupils' investigation skills. The school works very well with parents and its partner institutions.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. They make satisfactory progress in relation to their underlying abilities.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good and they make satisfactory progress.
Provision for pupils' personal,	Provision for pupils' spiritual, moral, social and cultural

including spiritual, moral, social and cultural development	development is good. This has a positive effect on their personal development. It also contributes significantly to the inclusive ethos of the school.
How well the school cares for its pupils	The school cares for its pupils well. There are effective systems for child protection and for ensuring pupils' welfare

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school. Her clear educational vision and effective planning means the school has made significant progress in addressing the serious weaknesses found by the last inspection team. She is well supported by all staff, especially those with management responsibilities.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well. Governors have an active role in shaping the direction of the school and their contribution to the school improvement plan indicates a very clear understanding of the schools' strengths and weaknesses.
The school's evaluation of its performance	Systems for monitoring and evaluating the school's performance are good. Effective action is being taken to meet targets for improvement, as is indicated by the successful way in which key issues have been addressed.
The strategic use of resources	Effective use is made of all strategic resources and the principles of 'best value' are applied very well. The school has sufficient staff and the accommodation is suitable. Resources are sufficient overall, although there are a few shortcomings in some subjects.

### 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>• Good quality teaching in the Reception class.</li> <li>• Good communications with parents and the frequent opportunities to discuss issues as they arise.</li> <li>• The headteacher and all staff have worked very hard to improve the school.</li> <li>• A great improvement in the general behaviour of pupils.</li> <li>• Very good provision for pupils with special educational needs.</li> <li>• The atmosphere of the school is calm, welcoming and 'warm'.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities for younger pupils.</li> <li>• Behaviour in lower Key Stage 2.</li> </ul>

Parents have very positive views of the school and feel that the situation has improved dramatically over the past year. The inspection team agrees with the positive comments made by parents. In response to the aspects which parents would like improved, the team agrees that behaviour in some lessons in Years 3 and 4 is occasionally challenging. This challenging behaviour is caused by pupils who have emotional and behavioural difficulties. The headteacher and local education authority behaviour management team are working effectively with the staff concerned and rapid improvements are being made. The team feels that the range of extra-curricular activities provided for Key Stage 1 pupils is satisfactory and overall provision is very good. The school is seeking ways of increasing the number of clubs suitable for younger pupils.



## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. Children enter the school with levels of achievement which are below those found nationally. They make good progress in their mathematical and physical development and by the time they enter Key Stage 1 at age five, they achieve standards which are similar to those expected nationally in these areas of learning. Children make satisfactory progress in language and literacy, their knowledge and understanding of the world, their creative development and personal development, but still do not reach the expected levels by the time they are five in these areas.
2. In 2000 national tests at Key Stage 1, standards were well below in reading, both in comparison to the national average and similar schools. Standards were very low in writing and mathematics, both in comparison to national averages and with similar schools. In these tests, boys generally did better in mathematics than girls, but girls performed better than boys in English. Standards in reading have declined since 1999, where the results were close to the national average. Standards in writing have also declined since 1999, when they were below average. Standards in mathematics have been low for the past four years. It should be noted that the cohort taking the tests in 2000 contains a significant percentage of pupils with special educational needs, including pupils with statements for emotional and behavioural disturbance. In addition, the quality of teaching received by pupils during the last academic years was poor, indicated by the low level of achievement found in their written work at the beginning of the current academic year.
3. At Key Stage 2, the 2000 national tests show some improvement in English, mathematics and science. Standards in English were well below the national average and below those found in similar schools. In mathematics and science, standards were below national averages but in line with those found in similar schools. Standards in mathematics and science have risen from well below in 1999. Girls generally do better than boys in all three subjects. In comparison with the 2000 national benchmarks for schools in a similar context, pupils' performance in English is close to average. This is also the case for mathematics and science. Overall, the school's performance in all core subjects was close to the average for similar schools. This shows that pupils' achievement in core subjects is satisfactory when the prior attainment of pupils is taken into account.
4. There has been a slight improvement in standards in English since the time of the last inspection. Inspection evidence reflects test results, but also shows that pupils across the school are making satisfactory progress, and that they achieve standards that are appropriate in relation to their prior attainment. Standards in listening are broadly average and are better than those in speaking. Standards in reading, writing and spelling are below average overall. Pupils with special needs and English as an additional language make satisfactory progress. Sometimes the high number of pupils with special needs and English as an additional language in the class inhibits the standards that other pupils achieve, particularly where classes are too large, or where there are insufficient additional staff allocated.
5. Standards in mathematics have improved steadily since the last inspection and are now close to the national average at both key stages. Levels of achievement are appropriate in relation to pupils' prior attainment and the progress made by all pupils, irrespective of prior attainment, is at least satisfactory. Standards of numeracy are broadly average and used appropriately to support learning in other subjects. Standards in measuring, shape and space are also average and pupils have a satisfactory understanding of how to gather and use data in different forms. Standards in mathematical investigations are below average and pupils have insufficient opportunities to explore number patterns and other mathematical relationships.

6. In science, standards have improved since the last inspection and are now in line with the national average at both key stages. Pupils make satisfactory progress in most aspects of the subject and their achievement is satisfactory in relation to prior attainment. Pupils with special educational needs and English as an additional language make satisfactory progress. Standards are better in some aspects of the subject than others. Pupils have a good understanding of life and living things and of materials and their properties. They are less informed about physical processes and their investigative skills are underdeveloped.
7. Standards in information and communications technology are below the expected level at the end of both key stages. However, progress is generally satisfactory and pupils' levels of achievement are satisfactory in relation to their prior attainment. The use of information and communications technology to support other subjects of the curriculum is unsatisfactory, as there are too few opportunities provided for pupils to use their computer skills. Throughout the school, standards in religious education are similar to those expected by the locally agreed syllabus. Pupils know the main features of several major religions and understand well the need to respect the beliefs of others.
8. Standards in art and design are at the expected levels at both key stages and pupils are making satisfactory progress. Their achievements in painting, drawing and modelling are at the expected level. Pupils make unsatisfactory progress in design and technology throughout the school and standards are below the expected level at the end of both key stages. Although levels of achievement are satisfactory at Key Stage 1, they are unsatisfactory at Key Stage 2, where pupils have had insufficient opportunity to develop their designing and evaluation skills. Standards in geography are below the expected level at both age seven and age eleven. They make unsatisfactory progress in acquiring a range of geographical skills and their levels of achievement are below that which could be expected. In history, pupils also make unsatisfactory progress and there is a degree of under-achievement at both key stages. Pupils' historical enquiry skills are underdeveloped and standards are below the expected levels throughout the school. Standards in music are below the expected levels at both Key Stage 1 and Key Stage 2. Their progress is limited, both in performance and composition and general achievement is below that which could be expected. Pupils' achievements in physical education are generally satisfactory and standards are similar to those expected nationally.
9. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. Those who have statements which relate to behavioural difficulties vary in their response, but overall, are making at least appropriate progress. The significant proportion of pupils who speak English as an additional language also make satisfactory progress in the acquisition of English and the development of their literacy skills. At present there are no pupils who have been identified as having exceptional abilities. The school's effective inclusion policies mean that there is no difference in the progress made by pupils from different ethnic groups or in the standards they achieve.

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

10. The last inspection found that attitudes to learning were satisfactory overall and that in lessons they ranged between very good and poor across the school. Pupils' behaviour was found to be satisfactory overall and sometimes good. However, poor behaviour by a minority of pupils sometimes had a negative effect upon the learning of other pupils in some lessons. There has been considerable improvement in pupils' behaviour and personal development since the last inspection and standards are now good overall.
11. Pupils enjoy coming to school and generally relate to one another and to adults in the school well. Good relationships are seen in lessons where, in most situations, pupils work co-operatively in groups and share resources sensibly and fairly. During lunchtimes, pupils wait sensibly for their meals and sit and talk in a friendly, social atmosphere. They help each other well in classes and

play happily in the playground. During extra-curricular activities, they work well in groups made up of boys and girls of different ages. They use the playground areas appropriately and know where care must be taken. Pupils are polite and helpful and they like to respond to questions and join in discussions. They welcome visitors cordially and are please to talk with them.

12. Attitudes to learning are now better than observed in the last inspection. Pupils in the majority of classes are eager to learn and maintain their concentration well in those lessons where their interest is aroused. They respond well where tasks and activities are sufficiently challenging and exciting. Overall, these positive attitudes result in pupils concentrating well in lessons and this is improving the rate at which they learn. There are, however, still instances where a few pupils do not have positive attitudes to learning. The school is very aware of this and strategies are in place to improve this situation.
13. Standards of behaviour have improved since the last inspection and this has had a positive effect on standards. Teachers have high expectations which are clearly transmitted to the pupils. This again is having a positive effect on standards. Pupils have classroom rules and teachers have good systems of sanctions and rewards. Pupils share and appreciate each others' achievements. In the last school year there were a high number of exclusions for violent behaviour. The majority of those excluded were black males. Since that time, the school has taken steps, with the support of the local education authority behaviour support team, to reduce incidents of this nature and this has largely been successful.
14. In lessons, pupils work co-operatively in groups and share resources sensibly and fairly. In most classes, during introductory and plenary sessions, pupils listen attentively and make their own observations and comments when appropriate. Teachers have taken great care to ensure that all racial groups represented in the school are given equal opportunities to contribute to discussions. This has a very positive effect on pupils' self-esteem and contributes significantly to the high levels of racial harmony found throughout the school. However, there are insufficient opportunities in lessons for pupils to act on their own initiatives, or, for example, to devise their own methods of learning or setting their own targets for learning.
15. The 1998 report said that although attendance was satisfactory, it was below the national average for similar schools, and that the rate of unauthorised absence was below the national average. The present attendance rate is still below the national average despite the continuing efforts of the school to improve the situation. Most pupils are keen to arrive at school on time, and lessons commence promptly.

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

16. The quality of teaching seen during the inspection was good overall. In seven per cent of lessons, teaching was very good. It was good in 52 percent of lessons and satisfactory in 35 per cent. In five per cent of lessons, the quality of teaching was unsatisfactory. This is a significant improvement since the last inspection, where 20 per cent of teaching was found to be less than satisfactory. Since 1998 there has been an almost complete change of staff and the new team shows great enthusiasm. This positive attitude is beginning to have a significant effect on standards and the quality of education provided by the school.
17. At the Foundation Stage, the quality of teaching for children under five is satisfactory overall, although during the inspection, the quality of teaching seen was never less than good. The actual teaching of the youngest children is often undertaken by a nursery nurse, under the direction of the class teacher. This is effective in providing the youngest children with a learning situation which is well matched to their needs. Both have a good knowledge and understanding of the needs of young children and this results in well-conceived activities, which promote children's learning

effectively. The teaching of basic skills is satisfactory overall and in some areas of learning, it is good. For example, children are making good gains in their acquisition of early number skills. Planning is appropriate to the needs of the children and clearly shows what they need to learn. Teachers have high expectations of behaviour, although the academic challenge of some lessons is not as high as it could be. The management of pupils is good and as a result, children apply great effort to their work. This is beginning to have a positive effect on standards and the rate at which children learn. The encouraging atmosphere created by staff has a positive effect on pupils' interest and levels of concentration. They are also becoming independent learners and developing good working habits. The quality of assessment used by teachers is good and it is used effectively to match work to the needs of children. The information gained is also used well to adjust planning where necessary. Teachers take great pains to ensure that all children are included in all activities, irrespective of their gender, ethnic origin or prior attainment. As a consequence, children with special educational needs and English as an additional language make at least satisfactory progress in their learning.

18. The quality of teaching at Key Stage 1 is satisfactory overall, although during the inspection, teaching was good or very good in 63 per cent of lessons seen. There was no unsatisfactory teaching. The current team has only been together since September 2000, and there is evidence that before this, the quality of teaching at this key stage was unsatisfactory overall. The improvements made by the new team are beginning to have a positive effect on standards, although a significant proportion of pupils have levels of attainment which are well below national averages. The most important positive feature of teaching is the good system for the management of pupils' behaviour. This is necessary, as there has been a history of poor behaviour management and a significant minority of pupils still have very challenging behaviour. The calm atmosphere generated by teachers has produced an environment where pupils can now learn appropriately and they are beginning to make at least satisfactory progress. Most pupils take advantage of the learning opportunities provided and concentrate well. Teachers' planning is effective and clearly lays out what pupils should learn. The teaching of basic skills is satisfactory overall, although there are strengths in the teaching of number skills and weaknesses in the developing of pupils' investigative skills. Teachers have worked hard, and with increasing success, to include all pupils in the activities planned. As a consequence, all pupils feel valued, irrespective of their cultural or ethnic background. Pupils with special educational needs and English as an additional language make satisfactory progress in their learning.
19. At Key Stage 2, the quality of teaching seen during the inspection was variable, although good overall. In nine per cent of lessons seen, the quality of teaching was unsatisfactory. This was largely due to insecure behaviour management of a very difficult class and insecure subject knowledge. Teaching was good in 52 per cent of lessons and very good in 4 per cent. Overall, the effect of teaching is satisfactory, but it should be pointed out that the current team has only been together since January 2001. There is evidence that prior to this time, there had been a significant turn-over of teachers and the quality of teaching, especially in lower Key Stage 2, was frequently unsatisfactory. This is evident in the unsatisfactory quality of work in pupils' books from that time. The strengths of teaching are the good behaviour management in the majority of lessons and the calm atmosphere generated by staff. This has had a positive effect on the quality of learning and standards are improving, especially in mathematics and science. Planning is satisfactory overall, but has a number of good features including well focussed learning objectives, which are frequently shared with pupils. This has a positive effect on pupils' knowledge of their own learning and older pupils were able to tell inspectors what levels they expected to gain in national tests. Teaching is occasionally weak when inexperienced teachers have insufficient behaviour management skills to deal with very challenging behaviour. Also, there are weaknesses in teachers' subject knowledge in music, which means a heavy reliance on recorded material, which is not always appropriate to the needs of pupils. There are also weaknesses in teachers' subject knowledge in geography. The school has a wide range of racial and cultural groups and all teachers have worked successfully to produce a harmonious working environment. Pupils with special educational needs and English as an additional language make satisfactory progress and

are positive about their learning and achievements.

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

20. The quality and range of learning opportunities provided by the school is satisfactory overall. This is a similar position to that found by the last inspection. There have, however, been significant improvements in the provision for extra-curricular activities. These were found to be unsatisfactory at the time of the last inspection, but are now very good. There is an appropriate statutory curriculum in place, which covers all the subjects of the National Curriculum and religious education. There are weaknesses in some aspects of science, where insufficient emphasis is placed on investigation and in information and communications technology, where at present, pupils do not have access to the Internet or e-mail. However, the school has plans to address these weaknesses in provision when the new information and communications technology suite is opened shortly.
21. The provision for pupils with special educational needs at the school is good and they make satisfactory progress towards meeting their individual targets. This represents a good level of improvement since the last inspection. The number of pupils with special needs is high. Almost a third of pupils at the school have difficulties with learning or behaviour. Good systems have been implemented to support improvements in learning and in attitudes to school. The local education authority support teams have introduced effective training for staff in how to manage behaviour, and promote learning. This has reduced the incidence of challenging behaviour in classrooms and in the playground. Pupils are learning how to cope with their own frustrations, and making gains in relationships with others. Pupils with learning difficulties are offered good support in classrooms. They work with support assistants during literacy and numeracy times so that they can achieve at their own level. Some effective targets help to promote progress. Because there is little withdrawal from the classroom, except during some group activity times, pupils with special needs have full inclusion to the range of opportunities on offer at the school. For example they are involved in extra-curricular activities, and in residential experiences. This is good practice and helps to promote positive attitudes among all pupils. Systems for improving provision for pupils with special needs are relatively recent. They are linked to the effective new co-ordination of this aspect, and satisfactory gains towards meeting targets are already being made. Provision for pupils with English as an additional language at the school is good, and they make satisfactory gains in learning. The provision has improved since the last inspection. The good provision is fairly recent and is having a positive effect on the standards achieved by these pupils.
22. The school's strategy for teaching literacy skills is satisfactory overall. However, there are weaknesses in pupils' writing skills and at present there are too few opportunities provided for pupils to write at length. The literacy sessions observed during the inspection followed the national framework appropriately, proving a satisfactory balance between whole class, group and individual activities. The strategy for numeracy is also satisfactory and the sessions seen followed national guidelines appropriately. Pupils are given time to practice their mental skills as well as work in groups to develop different calculation strategies. As a result, standards in mathematics are improving significantly. The current strategy for using information and communications technology to support learning across the curriculum is weak. There are insufficient planned opportunities for pupils to use computers to produce text in subjects such as English, to use data and produce graphs in mathematics and science, or to use graphics and drawing programs in art and design, for example. The range of software to support learning in history and geography is poor and in some cases, largely out of date. The school is aware of these weaknesses and has plans to address them when the new information and communications technology suite is opened.
23. Since the last inspection, the school has made great efforts to improve the extra-curricular activities it offers its pupils. Some clubs are now so popular there is a waiting list. Activities such



as art, drama, 'green club', recorders and chess have been well received by parents and pupils. Parents believe the success of these clubs has been partly due to the enthusiasm of new members of staff. The school has also very good links with the local football, cricket and rugby clubs and with the Bournemouth Symphony Orchestra. Members of these organisations come into school, and also have invited pupils to experience, for instance, the Internet in the Cyber Café at Bristol City Study Centre, and to attend musical performances. The school also makes good use of educational visits to museums, churches, and art galleries. The wide range of activities has also enhanced pupils' appreciation of the cultural diversity of the school. Visits from ethnic music groups, talks by parents and displays of traditional art have contributed significantly to the racial harmony found in the school.

24. The school believes its personal, social and health education programme reinforces its values, and contributes considerably towards the personal development of pupils. It improves their ability to function as effective citizens within the school community. All staff work very hard at this aspect of school life, and have developed a very sound whole school approach, which is working well. The first week of term focused on creating a calm and consistent atmosphere throughout the school, where teaching and learning can take place, and parents strongly supported this programme. During the inspection, pupils were seen to take responsibility such as putting out resources for lessons, and by helping younger children at lunchtime. The 'sharing' assemblies and 'Achievement Board' encourage children to be proud of themselves and others. There is great emphasis on circle time throughout the school, dealing with matters such as issues of safety, personal relationships and bullying, and during the inspection, pupils were able to say how they would deal with bullying should it occur. The school makes good use of local authority and national guidance documents to support teachers training, and also welcomes visits from Avon Health Authority, who have visited the school to talk about drugs, and also visits from the local education authority behaviour support team, who advise on behavioural problems.
25. The school makes good use of the community to support pupils' learning in many ways. For example, the 'Family Learning Group' set up through the Ethnic Minority Achievement Service (EMAS) which meets on one afternoon a week, enables parents to come in to work with pupils on a joint project. After Easter a member of staff will also be working with the community team. The Family Learning Group is also going to start a mother and toddler group in the school. Members of the community come in to hear pupils reading, and there is yearly involvement with the St. Paul's Carnival. Musicians come into school to play, and parents are involved in making costumes for the Carnival. Other members of the community all regularly visit the school, which also has good links with the local newspaper.
26. The school has close links with the local comprehensive schools and pupils are encouraged to visit before they transfer. Teachers from the comprehensive schools also visit the school to talk to pupils and parents. Pupils spoken to during the inspection said they were confident about moving on to the comprehensive school. Secondary school pupils from the local schools are also welcomed into school for work experience. Student teachers from the University of the West of England help out in the school, under the direction of the class teacher and the headteacher.
27. Provision for the spiritual, moral, social and cultural development of pupils is good. This has improved since the last inspection. The school has a multiracial intake, and this is handled with empathy and understanding. Spirituality is fostered through many planned opportunities in lessons. For example pupils are encouraged to think about the beauty of art as they study the work of famous artists. They are given opportunities to reflect on their school work and on their daily lives and assemblies play a valuable part in helping pupils to feel important. In Key Stage 1 the celebration of pupils' birthdays encourages feelings of 'being special'. In Key Stage 2 the celebrations of success promotes self-confidence and a feeling of being valued. Pupils across the school are taught right from wrong. Teachers are good role models, and they value pupils' opinions and ideas. Stories are used effectively to promote caring and sharing. A range of good extra-curricular and residential experiences also help to promote pupils' moral and social skills.

The current focus on 'friendships' is helping to improve relationships and behaviour in the school. Pupils of different ethnic backgrounds play and work together well. They help each other and are interested in the differences between them. This is because teachers' value all pupils equally. Cultural provision is particularly good. Close links are made with many subjects to enhance provision. For example there is evidence of good cultural awareness in history, religious education, art and music, but as yet little in literacy. Parents of different ethnic origins are encouraged to talk to pupils and share their beliefs and customs. Support from the teacher of English as an additional language has encouraged pupils to learn some words in each others language. A lunch time language club, which is held weekly, contributes effectively to cultural awareness in the school. Because the provision for pupils' spiritual, moral, social and cultural development is good, pupils' personal development is also good. They work and play together well, and respect each others' traditions and customs. This is a strength in the school.

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

28. Overall, the school provides a good level of care for its pupils within a secure and caring working environment, which is well supervised. The last inspection report identified the high level of commitment to the pupils' well being, and this continues to be the case. The use of educational and personal support and guidance is good.
29. The school has good procedures for child protection. The headteacher, who is presently waiting to have her training updated, is the designated person. All members of staff are well aware of their responsibilities in this area, and appropriate support agencies regularly visit the school. Parents are informed in the case of accidents. There is very good, comprehensive pastoral care provided by all staff who know individual pupils very well. The school places a high priority on welfare and support as a vital element in pupils' learning, and parents at the meeting, and those spoken to during the inspection very much valued this aspect of their children's education.
30. Procedures for monitoring pupils' academic performance and personal development are satisfactory overall. Systematic procedures for assessing pupils' attainment, related to the National Curriculum criteria and levels are in place for English, mathematics and science. Non-statutory tests are conducted in Years 3, 4 and 5 and the data is analysed to identify areas for improvement. This provides useful information to guide future planning and the setting of targets. Systems for other subjects are largely informal and assessments are carried out by teachers individually. This information is used to write annual reports to parents, but as yet is insufficiently detailed to plot trends or identify specific areas for development in individual subjects.
31. Procedures for monitoring personal development are good overall. Provision for extending and broadening the curriculum for the higher achieving pupils is now just being addressed. The good personal support and guidance provided by the headteacher, class teachers, and support staff is well matched to the particular needs of the pupils. There are good opportunities throughout the school for pupils to talk about and reflect upon important issues in their lives, and these effectively enhance pupils' self-confidence and promote their personal development. Pupils spoken to during the inspection said with confidence how they would deal with an incidence of bullying. Parents feel that staff are accessible and responsive to the needs of pupils with learning, behavioural and medical problems.
32. The school has satisfactory procedures for monitoring attendance. Figures are monitored weekly and the Educational Welfare Officer investigates long-term absence or persistent lateness. The procedures for reporting sickness and absence are written in detail in the school prospectus. The school frequently reminds parents of the importance of regular attendance on the attainment and progress of its pupils. They are fully aware of the procedures for reporting absence through reminders in the newsletters, and rules are also contained in the prospectus. Registers are completed correctly both in the morning and afternoon sessions, although some are not totalled,

and are returned to the office for safe keeping.

33. There are good procedures for promoting and monitoring good behaviour. The school uses an effective system of rewards and sanctions, which is adapted effectively to the age of pupils. For example, at Key Stage 1, pupils receive stickers for good behaviour, whereas, at Key Stage 2, there are house points and certificates. Good behaviour and achievement is recognised regularly in assemblies and on an 'Achievement Board'. The school has made good use of the local education authority behaviour support team to help several pupils who have emotional and behavioural difficulties. In addition, staff have received training in motivating pupils through positive discipline techniques. As a result of the effort put in over the last year, there has been a great reduction in challenging behaviour. All forms of oppressive behaviour have been eliminated, along with all signs of racism. The school is particularly effective in encouraging high levels of racial harmony.
34. Pupils with special educational needs are well supported in their work in the school, and are helped to achieve the targets set in their individual education plans. Parents are also involved in these plans, and very much appreciate the progress their children make. They are particularly pleased that their children are included in all aspects of school life, and feel this has great importance in improving the quality of life for their child. There is good support provided by support assistants and by the headteacher who is also the special needs co-ordinator. School staff are well supported by an external team of specialists and advisors, particularly including ethnic minority groups.

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

35. The last report stated that the school did not enjoy the wholehearted support of all its parents, but this picture has now changed dramatically and, according to the questionnaire, all parents now believe that the school is well led and managed. Parents and teachers now believe that their partnership is a strength of the school. During the last 18 months, the governors, headteacher and staff have worked hard to engender good relationships, and a working partnership with parents. A series of 'Open House' meetings, where parents can set the agenda, have helped to make parents feel more comfortable about coming into school. A suggestion box, informal meetings with parents when they bring their children into school and curriculum based meetings have also improved communications. Good relationships have had a positive effect on pupils' learning. In discussions during the inspection, parents were very supportive of the school, and said they found teachers easy to approach if they, the parents, had any problems. They also appreciated the informal feedback of the progress of their children. Parents are encouraged to play an active part in the life of the school, and a number do, but this has yet to have a significant effect on standards.
36. The Parent Teacher Association (PTA) has been recently involved in providing carpeted areas to classrooms, in addition to colourful curtains in most classrooms. The PTA hopes eventually to carry on these improvements in all classrooms. Parents spoken to during the inspection believe that these improvements have a positive effect on the learning environment. They also appreciate the fact that teachers are actively involved in enhancing the learning environment, which they thought had previously been very uninspiring.
37. Pupils take home reading diaries in some classes, but the school tends to rely on its structured reading policy, and the recording of pupils' progress, rather than relying on parental help. Some parents are unable to read or write English and the school has enlisted the aid of EMAS to provide support throughout the school. This is having a positive effect on standards. Parents are now more involved in their children's education, and are actively asking how they can help. The Family Learning Group is also supporting parents who come in for an afternoon a week, to work alongside their children on a topic decided by the group leader and headteacher. A member of staff will be working with the group after Easter, and this same group will also be sponsoring a mother and toddler group in the school.

38. The last inspection report said that the annual reports to parents were too brief. The school has now remedied the situation and taken into account the recommendations of the report. Parents are now happy with the quality of information they receive, and also the opportunity to discuss the annual report following its publication. They were also happy with the regular newsletters, and also with the informal information they receive from class teachers. Parents also appreciate the 'Home/School Agreement', which clearly sets out their responsibilities. Minor omissions in the governors' annual report to parents were brought to the attention of the school.
39. Parents of pupils with special educational needs spoke highly of the good efforts of the school to improve both educational and behavioural problems. The headteacher, who is also the special educational needs co-ordinator, is involved in the individual educational plans, and parents very much appreciate her understanding and involvement, which they feel leads to significant improvements in learning and behavioural problems.

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

40. The headteacher provides very good leadership and a clear educational direction for the school. She has worked hard and to good effect, to overcome the many serious weaknesses in the school's educational provision. Since she took over in September 1999, most of the key issues raised by the last inspection have been addressed and there is increasing evidence that standards are rising, despite the below average attainment of the majority of pupils. The greatest achievement has been the creation of a secure and well ordered environment, where pupils are valued and encouraged. This is a marked improvement since the last inspection, when there was a significant incidence of challenging behaviour, a loss of confidence by parents in the school management and disaffected staff. Overall, on that occasion, leadership was found to be unsatisfactory. It is now very good.
41. The school's aims and values are reflected well in its work. Staff have managed to create an atmosphere of racial harmony in the midst of a widely-differing cultural mix. All pupils are valued and their different backgrounds celebrated positively in assemblies, religious education, art and music. The introduction of well-maintained systems for behaviour management has had a positive effect on behaviour throughout the school. Although a small minority of pupils still have severe behavioural problems, the school has done well in meeting its aim of creating a calm and hard-working environment. The academic aims of the school are well-focussed on raising standards in literacy and numeracy. Although there has only been limited success in meeting the former aim so far, good progress has been made in raising standards in numeracy, especially at Key Stage 2.
42. The headteacher is well supported by the acting deputy headteacher and other staff with management responsibilities. Although most of the staff are young and relatively inexperienced, they have taken their subject co-ordination responsibilities very seriously. Long-term planning for most subjects is sound and provides appropriate guidance for teachers. In some subjects, notably geography, history and music, strategies for raising standards have been ineffective and leadership in these subjects has been weak. However, recent changes in staff responsibilities means that the management of all subjects is improving. It is particularly effective in information and communications technology, where the well-focussed action plan has already had a positive effect on standards. There is also good leadership for English, mathematics, science, art and design, and design and technology. Both special educational needs and English as an additional language are managed well and all staff concerned provide effective support for pupils.
43. The governing body is very effective and fulfils its statutory responsibilities very well. Under the leadership of the chair of governors, the governing body ensures that the school has an up-to-date improvement plan and a detailed budget. Governors take an active role in shaping the improvement plan and in challenging actions of which it is not sure. There are very good relationships between the governing body and the headteacher and this has a positive effect on the

overall management of the school. In recent years, the governing body has been very astute in its appointment of key staff and this has contributed significantly to the good progress made in addressing the issues raised by the last inspection. Through detailed and informative headteacher's reports, the governing body is kept well aware of the strengths and weaknesses of the school. Governors also pay regular visits to the school and observe lessons. As a result of this careful monitoring, the governing body has a very good understanding of what the school does well and what needs to be done to improve areas of weakness.

44. The monitoring and evaluation of teaching by the headteacher and the governors is good. Both informal and formal monitoring has led to the identification of the main priorities for development. For example recent monitoring has produced the current initiative to improve standards of behaviour across the school, and to the involvement of the behaviour support team. This has ensured that standards in almost all classes have improved. Training has been implemented and teachers' skills in managing difficult and sometimes challenging behaviour are now good. Staff share a commitment to succeed and there is an emphasis on sharing expertise and knowledge and in caring about each other. The headteacher acts as a mentor for new staff and formal procedures for induction are good, there are also many informal support systems in place. For example the headteacher constantly monitors what is going on in classrooms by regular visits and a constant presence around the school. Performance management systems have been implemented and are beginning to inform about training needs and areas for future development. Effective action is taken to meet the school's targets and senior management and staff work well together to make changes where necessary.
45. The governing body has established a number of committees responsible for specific areas. The governing body operate as a highly proactive unit and have over the past eighteen months considered carefully the problems facing the school. They approached the resolution of these problems through intensive and extensive dialogues with everyone involved including headteacher, staff, parents and local education authority representatives from various departments. After gathering the evidence and investigating thoroughly all possible options, the governing body decided on the most effective strategies. These were adopted and are now clearly having the desired effect of improving quality of education and quality of life within the school. The school is in the early stages of using technology to support the management of the school. Computers are used to record information, keep accounts and produce documents, but as yet attendance figures are not recorded electronically and only very limited use is made of the Internet and e-mail.
46. Previous spending patterns created excessive expenditure resulting in a considerable overspend. This situation was exacerbated by falling rolls and the governing body was faced with difficult decisions about the levels of staffing and deployment of staff. The governing body displayed outstanding strategic acumen and after much dialogue considering the various options agreed unanimously on 'best for the school' decisions which are proving to be successful for raising standards, improving morale through whole school approach and team work and regaining the confidence of parents.
47. There are sufficient teachers trained for primary education to meet the demands of the curriculum. They are supported by an appropriate number of classroom assistants and other staff. The accommodation is satisfactory overall. The staff, parents and governors have worked hard to improve the internal accommodation of the school and this has a positive effect on the learning environment. The school is well maintained and cleaned and again, this has contributed to the general ethos for learning generated by the school management. There is no graffiti or vandalism. Resources for learning are satisfactory overall, but as highlighted in individual subject paragraphs, there are deficiencies of resources in some areas of the curriculum.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to improve the quality of education provided, the governing body, headteacher and staff should:
- a) Raise standards in English by:
    - i) Planning for, and creating more opportunities for pupils to write every day, both in English lessons and in other subjects;
    - ii) Implementing a whole school system to record and monitor what pupils have read, and ensuring that they all read books that are closely matched to their ability;
    - iii) Increasing the amount of differentiation in class literacy lessons, so that all pupils can work at their own level, and so that higher attaining pupils are sufficiently challenged.

*[Paragraphs: 56-60]*

- b) Raise standards in information and communications technology, design and technology, history, geography and music by:
  - i) Providing further professional training to increase subject knowledge and expertise where necessary;
  - ii) Improving systems of assessment so that the planning and delivery of the curriculum is more sharply focussed on the needs of individual pupils and the raising of standards;
  - iii) Improving resources as indicated in individual subject paragraphs.

*[Paragraphs: 76-80, 81-85, 86-89, 90-94, 95-97]*

- c) Improve the use of information and communications technology to support learning in all subjects by:
  - i) Increasing the number of planned opportunities to use computers and other technology to support pupils' learning;
  - ii) Improving the quality of software available as detailed in individual subject paragraphs.

*[Paragraphs: 22, 53, 60, 64, 70, 75, 80, 85, 87, 94]*

- d) Develop pupils' investigative skills by:
  - i) Giving increased planned opportunities for pupils to design and carry out their own investigations in science;
  - ii) Providing professional training for teachers where necessary;
  - iii) Place increased emphasis on investigation in mathematics, design and technology and history.

*[Paragraphs: 62, 63, 66, 67, 69, 70, 79, 80, 86]*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
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	7	52	36	5	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*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		142
Number of full-time pupils known to be eligible for free school meals		47

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		49

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	38

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	35

### *Attendance*

#### **Authorised absence**

	%
School data	5.4
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	1.3
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	10	11	21

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	6	2	7
	Girls	8	6	7
	Total	14	8	14
Percentage of pupils at NC level 2 or above	School	67 (73)	38 (69)	67 (68)
	National	83 (82)	84 (83)	87 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	3	8	3
	Girls	8	8	6
	Total	11	16	9
Percentage of pupils at NC level 2 or above	School	52 (73)	76 (77)	43 (73)
	National	84 (82)	82 (80)	88 (86)

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

### *Attainment at the end of Key Stage 2*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	18	12	30

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	10	10	11
	Total	20	21	22
Percentage of pupils at NC level 4 or above	School	67 (63)	70 (44)	73 (38)
	National	75 (71)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	10	10	10
	Total	18	19	20
Percentage of pupils at NC level 4 or above	School	60 (32)	63 (50)	66 (38)
	National	70 (68)	72 (69)	79 (75)



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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	5
Black – other	17
Indian	6
Pakistani	14
Bangladeshi	6
Chinese	0
White	57
Any other minority ethnic group	20

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

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	20.4
Average class size	28.6

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

Total number of education support staff	9
Total aggregate hours worked per week	108

*FTE means full-time equivalent.*

### *Exclusions in the last school year*

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	3	0
Black – other	9	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	10	0
Other minority ethnic groups	2	0

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

### *Financial information*

Financial year	99/00
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	£
Total income	420,243
Total expenditure	415,863
Expenditure per pupil	2,363
Balance brought forward from previous year	6,176
Balance carried forward to next year	10,556

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	140
Number of questionnaires returned	36

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	56	6	0	0
My child is making good progress in school.	33	53	11	0	3
Behaviour in the school is good.	22	56	17	3	3
My child gets the right amount of work to do at home.	31	50	14	0	6
The teaching is good.	42	50	6	0	3
I am kept well informed about how my child is getting on.	39	50	8	0	3
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	53	42	3	0	3
The school works closely with parents.	42	42	14	0	3
The school is well led and managed.	58	39	0	0	3
The school is helping my child become mature and responsible.	39	50	11	0	0
The school provides an interesting range of activities outside lessons.	28	53	17	3	0

*NB – not all rows in the table add up to 100 due to rounding*

### Other issues raised by parents

Some parents felt that the range of extra-curricular activities for younger pupils was limited. Others had concerns about behaviour in lower Key Stage 2.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

49. Satisfactory provision is made for children in the Foundation Stage of Learning. There are six children at the school who are currently under the age of five. These children are placed in the same class as the Year 1 pupils, but the teacher plans activities for them that are appropriate in relation to their age. The major strength in provision is the staff knowledge and understanding about early years provision. The major weakness is the size of the class. There are currently 37 pupils in this class. This is too big and inhibits the quality of the provision and the standards that pupils and children attain. Because of this overlarge class, too long is spent in structured situations and children under five have too few opportunities to explore and choose for themselves. Consequently they often become restless and find it difficult to conform. Too few examples of children engaging in social play activities were seen during the inspection. Children do not have enough time to develop social peer relationships through play because they spend too long on the carpet. For example, in one numeracy lesson they were sitting on the carpet for 45 minutes. The attainment of children on entry to the Foundation Stage is below average overall, although they attain broadly average standards in mathematical and physical skills. Bearing in mind that a significant proportion of children enter the school with English as an additional language and special educational needs, they generally achieve well in relation to their prior attainment and make good progress in most lessons.

#### **Personal, social and emotional development**

50. Personal and social education is effectively catered for through whole class discussions in which children learn about caring and sharing. They learn to dress and undress themselves for physical education, but many have difficulty orientating their clothes and dressing themselves independently. There are times when too much is done for them, for example during a painting session children had no opportunity to mix paint for themselves, or to be independent in their choice of activity. This inhibited their sense of responsibility and reduced their personal development. Their behaviour is generally good, although they sometimes become restless in over-long lessons.

#### **Communication, language and literacy**

51. Provision for language and literacy is satisfactory, and children benefit from good story telling and the use of a range of multisensory resources that help them to understand the context of stories. For example the staff use puppets and real objects to encourage interaction, enjoyment and understanding. In one literacy lesson about 'Jack and the Beanstalk', the teacher used real beans, and allowed the children to plant them so that they could see for themselves how fast beans grow. Children are encouraged to predict what might happen next, and the story is used effectively as a focus for language, numeracy and science. Although language skills are generally below average they are beginning to use language appropriately. They ask and answer simple questions and some higher attaining children talk in complete sentences. A minority find this difficult and use mainly one word answers to questions.

#### **Mathematical development**

52. Provision for the development of mathematical skills is also satisfactory, and children make good gains in learning about numbers. Their attainment is generally at the expected level, as they count to 10, begin to recognise some numbers and demonstrate that they are learning about the language of numbers. For example, they identify which groups of objects are 'bigger' than others. Higher attaining children can put numbers to 10 in order and are beginning to find missing numbers on a number line. They have good support in lessons but sometimes sit for too long and become restless. This reduces their achievements during the lesson, and they have too little time to explore numbers for themselves.

### **Knowledge and understanding of the world**

53. Children's knowledge and understanding of the world is below that expected of pupils in Reception year. However provision to improve their skills in this area is satisfactory. They are encouraged to learn about growth and living things as they plant and care for beans. They have daily opportunities to play with sand and water, and they talk every day about the weather. They have undertaken a study of old toys and compared them with new ones. They are beginning to use language appropriately to describe objects and events. For example one child describes his bean as 'black and hard - it's not heavy'. There are too few examples of children learning to use computers or learning about every day items that use control. Too few resources are available to teach children about controlling their own toys and environment.

### **Physical development**

54. Children's physical skills are developing well and effective provision is made to ensure that they make progress. For example, during a music and movement lesson children obeyed instructions well. They copied their older peers and used the space in the hall effectively. They are developing a good awareness of their own bodies and showed enjoyment in the activities. They move well to music and are responsive to the teacher. Sometimes they do not have sufficient opportunity to use large toys during the day. This inhibits social skills because they are not learning how to share, take turns, or be co-operative on a regular basis. This is because there is no covered play area, so that during the winter, and on wet days they cannot undertake this kind of activity. This is unsatisfactory and inhibits standards in physical skills and in personal development.

### **Creative development**

55. Children's creative skills are weak. They do not have sufficient time allocated to creating pictures or structures for themselves. Tasks are too defined and do not enable children to be creative in their own way. The amount of activities planned for the development of creative skills is too small. They use brushes to paint pictures and boxes, but too little time is allocated for them to explore two and three dimensional material. Hence standards in this area of learning are below average.

## **ENGLISH**

56. There has been a slight improvement in standards since the time of the last inspection. The results of the 2000 tests show that standards are low at the end of Key Stage 1 and Key Stage 2, both in relation to the national average and to those found in similar schools. Inspection evidence reflects the test results, but also shows that pupils across the school are making satisfactory progress, and that they achieve standards that are appropriate in relation to their prior attainment. Standards in listening are broadly average and are better than those in speaking. Standards in reading, writing and spelling are below average overall. Pupils with special needs make satisfactory progress in English. Pupils with English as an additional language also make satisfactory progress. Progress is slower in larger classes where there is insufficient additional staff, especially when there is a significant proportion of pupils with special educational needs or pupils who speak English as an additional language in the class.
57. When pupils enter the school at the age of four, they attain standards below average in language and literacy. They lack confidence in speaking, but they listen well to their teacher. Many exhibit poor pencil control skills. Throughout their time in school they make satisfactory progress in all aspects of English, but because of their attainment on entry, standards remain below average by the time pupils reach 11. As they move through the school pupils develop appropriate work behaviour. They gradually improve their concentration and motivation. They develop appropriate attitudes to lessons, and learn to share resources and take turns in conversations. There are some instances of unsatisfactory attitudes where pupils have behaviour difficulties. These are generally well managed and do not effect the standards that most pupils achieve.
58. In Key Stage 1 pupils are disadvantaged by the very large Reception and year 1 class. Because

the class is too big, pupils do not have enough opportunity to speak in whole class discussions. They are eager to contribute and are able to identify many key words, and initial letter sounds during literacy times, but they have too few opportunities to show their skills because they wait a long time for a turn. The range of language ability is wide, and some pupils need support because they use English as an additional language. This support is not always available during literacy lessons, and this affects the amount of progress that all pupils achieve. There is good inclusion for all pupils but the very wide ethnic mix, and the high level of pupils with special needs creates a challenge for the teacher. Lessons are well planned to meet the needs of all the pupils, but the lack of appropriate support sometimes reduces learning. The range of activities during literacy is good, and many good resources are used to promote interest. Throughout Key Stage 1 teachers make good use of behaviour strategies which work well. They help pupils to stay on task, and to enjoy their lessons. Pupils are beginning to write neatly and legibly. They label diagrams, write their news and improve their knowledge of phonics by using simple word books. Some higher attaining pupils are able to write unknown words by using sound blends well. They are proud of their work. Some good multisensory activities promote interest and help pupils to understand how words are built up. This improves their reading skills. Pupils read regularly as a group during shared reading time, but they do not have appropriate reading diaries so that they can see what they have achieved. Pupils do not know what books they have read. Across Key Stage 1 there are too few examples of pupils writing for pleasure, or writing stories. Higher attaining pupils do not have enough opportunity to extend their writing skills because there is not enough differentiation to enable pupils to always work at their own level. This is sometimes because there are not enough staff, particularly where the class is large.

59. At Key Stage 2, there is often a significant number of pupils in each class with special educational needs or who use English as an additional language. All are fully included in lessons, with some appropriate withdrawal during group times. Sometimes the high level of additional needs in the class inhibits the pace of lessons. Teaching is generally satisfactory, with good planning and management of behaviour in place. The challenge of the wide ability range in each class, combined with the language difficulties of pupils who have limited English, sometimes means that teachers have to repeat themselves several times, and repeatedly revise prior learning. This inhibits progress and, consequently, standards, particularly of higher attaining pupils. Behaviour in lessons is often challenging, but systems are in place to keep pupils on task and these generally work well. Literacy lessons are well planned and ensure that pupils receive a broad curriculum. However, in most classes, pupils have insufficient opportunities to write at length. In Year 3 they are beginning to develop their writing into sequences of sentences. They use punctuation appropriately and use their phonic knowledge to spell unknown words. Most pupils show understanding of simple texts that they read. In Years 4 and 5 pupils build on skills they have already learned. They benefit from good behaviour management and understanding about their needs. For example in Year 4 the teacher used his knowledge of pupils' prior attainment to adapt work to match their ability levels. The care taken to include pupils with special needs, and those who had limited knowledge of English ensured that they were all able to answer questions. Additional time was given to those who needed it. This helped all pupils to achieve well during the lesson. Sometimes in Key Stage 2, pupils are not given enough time to develop their knowledge and understanding of a particular objective, or to improve their use of particular aspects of grammar. For example, in one lesson pupils were learning about adjectival phrases. They showed appropriate understanding during the shared group time, but the worksheet that they were asked to complete was the same for almost all pupils. Lower attaining pupils found it difficult, and many did not complete it, while some higher attaining pupils finished quickly and wasted some literacy time. The lack of different work for different ability groups inhibited progress. By the time they reach Year 6 pupils' attitudes and behaviour in lessons is good. Pupils benefit from the use of good resources which pay attention to learning and language difficulties. Writing skills remain weak, but pupils make good gains in learning during literacy lessons. This is because the teacher is careful to explain difficult concepts carefully. For example during the shared reading of a text the phrase 'a red herring' was highlighted. Careful explanations and examples of what this meant ensured that there was clear understanding by all pupils.

60. The lack of improvement in standards in English is due to many changes in staffing over the past few years and a lack of stability in leadership. This has now been addressed. A simple analysis of test results has enabled targets to be set to improve standards in all aspects of English. There has been limited opportunity for the co-ordinator to monitor teaching and learning, but this is rightly planned for the near future. Recent new resources are providing a wider variety and more appropriate level of work for many pupils, and there is evidence of improvement in leadership since the new co-ordinator was appointed. Training in literacy has been undertaken, and literacy lessons follow an appropriate format. There are still too few resources for research, and the use of information and communications technology in support of English is weak. The curriculum is unbalanced. There is too little writing, both in English and in many other subjects. Pupils do not write enough during the day. The monitoring of standards is weak. Teachers sometimes do not know which books pupils have read, and pupils themselves do not know. This is unsatisfactory. Standards are also affected by the over large Reception/Year 1 class. Sometimes standards are also affected by the lack of appropriate support for pupils with English as an additional language during literacy time.

## MATHEMATICS

61. Pupils in Year 2 and Year 6 attain standards expected for their ages in numeracy and all areas of mathematics. This reflects an improved picture from the National Assessment Test results in 2000 at Key Stage 1 when results were well below those nationally and for those in similar schools. At Key Stage 2, the National Assessment Test results in 2000 indicated that the results were below those nationally but in line with those in similar schools. Since 1996 at Key Stage 1 trends have been below. They were slightly just below the national average but indicated a downward trend since then. At Key Stage 2, trends have been upward since 1998 and were close to the national picture in 2000. At Key Stage 1, girls generally achieved better than boys and a similar picture emerges for Key Stage 2. The school has made satisfactory improvement since the last inspection, when standards at both key stages were below average.
62. By the age of seven, pupils have a sound knowledge of place value to 100 and pupils generally are able to solve mathematical problems and recognise number patterns. They are confident when finding multiples of two, three, four, five and ten and recognise odd and even numbers confidently. Pupils are able to sequence numbers, identify shapes including the number of sides and corners in each shape. They are becoming familiar with fractions and can find halves of numbers sometimes up to twenty. By the age of eleven, pupils can work out calculations in their heads and find the mean of a set of data. They are encouraged to use mental skills and use calculators to check their answers. Most are confident in using the four rules of number and use fractions in problem solving activities. They are aware of the rules of probability and test these to secure a full understanding of this area. Most display an understanding of ordering fractions, negative numbers and symmetry. However, pupils do not have sufficiently well developed investigation skills. They find it difficult to find ways to solve problems using their own strategies.
63. The quality of teaching and learning throughout the school is satisfactory overall. Teaching ranges from satisfactory to good. Effective teaching could be identified with a good understanding of knowledge of the subject, high expectations, ensuring tasks matched pupils' ability and effective use of plenary sessions to secure the next stage of planning. Teachers take care to ensure that pupils who are able mathematically, but speak English as an additional language, are well supported by classroom assistants. In those lessons pupils worked collaboratively and independently and correct mathematical vocabulary was encouraged and expected by the teachers. Where lessons were satisfactory the pace slowed and the more able pupils could have been challenged further. There was insufficient opportunity provided to promote investigation skills. The teachers are familiar and secure with the National Numeracy Strategy which they apply effectively. The three part lesson structure is soundly established and planning is satisfactory

although, not all teachers use the plenary session to effect the next stage in planning. The oral and mental sessions are delivered with enthusiasm and pupils are learning quickly to use correct terminology. Teachers use informed observations and regular tests to assess pupils' attainment and the school is to use non-statutory test materials to analyse data and more effectively identify areas of weakness.

64. The leadership and management of the subject by the co-ordinator is good. There has been good monitoring of the subjects' performance and careful analysis of national test results has enabled staff to set suitable targets for improvement. This has been effective in raising standards. There is now a good level of commitment from staff to improve standards. However, there are too few planned opportunities for pupils to use information and communications technology to support learning in the subject and subject specific software is limited. Other resources are sufficient.

## SCIENCE

65. Observed standards are broadly average at the end of both key stages. At Key Stage 2, in the 2000 national tests, 73 per cent of pupils achieved Level 4 or above, which was only 0.6 points below the national average. In comparison with similar schools, pupils' attainment is broadly average. There has been a steady improvement in test results since the last inspection. At that time, standards were judged to be well below average.
66. At Key Stage 1, pupils are developing a good understanding of life and living processes. They have good ideas about what a plant needs to grow. Pupils can name and recognise parts of plants, giving the correct names to such features as 'leaf', 'bulb' and 'flower'. They understand well that plants need light, water and soil to grow. Pupils are beginning to be able to make simple predictions. For example, one pupil in Year 1 correctly pointed out that if a plant is left in the dark, it will eventually die because it does not have light. Older pupils in the key stage know a great deal about animals and their environments. They can name two or three criteria for suitable environments for familiar animals. For example, they could explain that a tadpole needs fresh water, plants to hide under and a source of food to survive. Lower attaining pupils can correctly sort animals into groups using one or more criteria. They can describe accurately the differences between living and non-living things. Pupils also have a satisfactory understanding of materials and their properties. They can sort them into sets, using criteria such as 'smooth', 'rough', 'hard' and 'soft'. The standard of their written work is variable and presentation is often untidy. Pupils also have a satisfactory knowledge of the properties of common materials and use an appropriate range of scientific terms to define their observations. Pupils' understanding of physical processes is less well developed. When investigating electrical circuits, then can correctly identify those which will work and those which will not. They have little understanding of the principles of sound or sources of light. Overall, pupils have poorly developed investigative skills. When asked to identify how they could find out how to measure the growth of a plant, they had little idea of the need for accurate measurement or use of consistent units. There is little evidence in written work that pupils have observed and compared objects and events and their use of scientific vocabulary is very limited. Their reporting of observations is limited and they only infrequently point out if investigations turn out as expected. Pupils with special educational needs and English as an additional language make satisfactory progress in the subject.
67. At Key Stage 2, pupils have good knowledge and understanding of the human body and can name many of the parts of the human skeleton. Diagrams are generally drawn well, using labelling correctly to identify features and clarify key points. Older pupils have a good grasp of living processes and can describe accurately the parts of a flower. They use scientific vocabulary correctly. For example, they label diagrams with terms such as 'stamen', 'sepal' and 'stigma'. They know well how these plant parts function to produce seeds. Higher attaining pupils describe accurately how different organisms are found in differing habitats and can name some of the different environmental factors which influence adaptation. Generally, pupils have a sound grasp of the properties of materials. They can give the characteristics of common substances, explaining



appropriately, for example, the difference between solids and liquids. They use this knowledge well to classify materials using the correct scientific terms. Older pupils know that some changes are reversible, such as water freezing into ice, and that others are not, as when paper burns into ash. They are beginning to predict accurately the likely outcomes when mixtures are separated. Pupils' understanding of physical processes is less well developed. They do understand that forces act upon an object and can predict with reasonable accuracy what will happen when a force is applied to an object. They have investigated electrical circuits and can construct working circuits using a range on components. However, pupils have not developed their investigative skills sufficiently to be able to apply themselves systematically to experimentation. Their predictions are frequently vague and they lack accuracy in their measurement and recording of data. Conclusions are frequently superficial and based on conjecture, not the actual effects observed. Overall, pupils with special educational needs and English as an additional language make satisfactory progress and generally achieve appropriately in relation to their prior attainment.

68. Pupils' good attitudes to the subject contribute significantly to the improving standards. They are enthusiastic about their investigations and discoveries. In lessons, nearly all pupils participate well, helping one another and making constructive comments when others are struggling to understand scientific concepts. Behaviour is generally good and this, too, contributes to the improving standards seen. In most lessons, pupils have good relationships with each other and the teacher and this has a positive effect on their learning and the standards they achieve.
69. The quality of teaching is good throughout the school. Teachers' good subject knowledge is used well to ask the kind of questions which extend pupils' knowledge and understanding. There are, however weaknesses in some teachers' understanding of investigative science and this has inhibited pupils' progress in this area of the curriculum. Planning is generally good, with well-focussed objectives. These are sometimes shared with pupils and when they are, it greatly increases the pupils' understanding of their own learning. However, there are insufficient planned opportunities for pupils to use information and communications technology to support their learning in the subject. Teachers' expectations are usually high, both in terms of pupils' behaviour and their academic work. As a consequence, pupils are making good progress in their knowledge and understanding of the subject. This includes pupils with special educational needs and English as an additional language. Teachers take great pains to ensure that all pupils are included in practical work and support those with limited English well by explaining the lesson to them personally. Overall, teaching methods are good, using an effective mix of whole class presentations and discussions, small group and paired work, as well as individual investigations. Appropriate consideration is given to health and safety and all pupils are aware of the procedures to be followed when using equipment. The management of pupils is generally good and this produces a working environment where pupils work hard and concentrate well. The pace of most lessons is brisk and business-like. As a result, pupils remain concentrating on the task in hand for considerable periods. This has a positive effect on the standards they achieve. Occasionally teaching is weak when insecure behaviour management means that one or two pupils with challenging behaviour disrupt lessons and learning is minimal. Systems for assessment are good and teachers make effective use of the information gained to adjust lesson planning and match work to the needs of pupils.
70. The co-ordinator provides good leadership for the subject. She has a clear educational vision for what needs to be done to improve standards. Her perceptive analysis of national test data and audit of current practice have already begun to have a positive effect on standards. The subject is monitored well by the school management and the governing body has adopted two governors to oversee standards and quality of teaching. The school has already identified that investigation was a weakness and is taking steps to improve pupils' skills in that area. It has also identified that teachers' knowledge of physical processes was insecure and has plans to provide further training to remedy the situation. There is a shared commitment by staff to improve the quality of science education and raise standards further. Although resources for the subject are generally sufficient, there is a lack of suitable computer software to support learning in the subject. As a consequence,

the use of information and communications technology to support learning is unsatisfactory.

## ART AND DESIGN

71. Standards are generally similar to those expected nationally throughout the school. This is a similar position to that found at the time of the last inspection. Children enter the school with limited experience of creative work and standards are still below the expected level by the time they are five.
72. At Key Stage 1, pupils make good progress in their learning and by the time they are seven, achieve standards which are satisfactory in most aspects of the subject. They can draw reasonably well and use these skills appropriately to illustrate their work in other subjects. They have undertaken some detailed observational drawings of plants. Pupils use paint fairly well to produce faces and these demonstrated a satisfactory use of colour. More able pupils use a range of media to produce collages which demonstrate a good design sense. Other imaginative work is rather 'stilted' and shows lack of practice in drawing real objects. There is little evidence of large-scale work and standards in three-dimensional work are below the expected level. Pupils make satisfactory progress in their learning at Key Stage 2 and standards are at the expected level in Year 6. At the lower end of the key stage, pupils' drawing skills are underdeveloped and still well below the expected level. They have had very limited experience of drawing real objects and the motor co-ordination of some pupils is poor. Their painting is of a better standard, and shows some imaginative use of colour. Older pupils are making rapid progress and generally produce better work. Pupils' design skills are satisfactory and they are able to develop their ideas through a series of experimental drawings to a finished work. Their drawing skills are also better. More able pupils produce detailed portraits, which show a growing understanding of design conventions. Throughout the school, pupils have studied a wide range of artists and designers, including Henri Toulouse-Lautrec, David Hockney and Claude Monet. They have also looked in detail at traditional African designs, Indian rangoli patterns and Egyptian art. Pupils' skills in modelling and using three-dimensional materials is limited and the work seen on display showed a lack of experience. Also, there is little evidence that pupils work regularly at a large scale, although photographs of Christmas displays were satisfactory. Little use is made of information and communications technology to support learning in the subject, and as a consequence, pupils' ability to use electronic media and design programs is limited. Pupils with special educational needs and English as an additional language make satisfactory progress.
73. Pupils have positive attitudes to the subject and this has a positive effect on the progress they are now making. Behaviour in lessons is generally good, and pupils act responsibly when using media and tools. This means that staff are now able to plan more ambitious lessons. The contribution made to pupils' personal development is significant. The subject particularly has a positive effect on pupils' cultural development. Good emphasis is also placed on the different design traditions represented by the pupils' varied backgrounds and these are celebrated in displays throughout the school.
74. Teaching is satisfactory overall, and in some lessons seen, the teaching was good. The recent emphasis on developing good behaviour has resulted in a productive learning environment, which is helping to raise standards. Although teachers' subject knowledge is variable, it is generally used appropriately to extend pupils' skills, knowledge and understanding. They respond positively to the calm learning environment by generally concentrating well and putting considerable effort into their work. Planning for the subject is satisfactory overall, although there are weaknesses in the assessment procedures used by teachers. As a result, activities are not always well matched to the needs of pupils. For example, pupils in lower Key Stage 2 require more practice in basic drawing skills before they can move on to more complex imaginative work.
75. The co-ordinator is providing good leadership for the subject. There is now a good scheme of work, which, if followed, will provide teachers with useful guidance for their planning. The

school's multicultural values are reflected well in its creative work and there is active celebration of various design traditions. Assessment is limited and is at present largely informal. There is appropriate monitoring of the subject and the school management is aware of the need to further develop aspects of the subject. Although satisfactory overall, resources lack sufficient materials for three-dimensional work. Also there are insufficient suitable computer graphics and design programs to support learning in the subject.

## **DESIGN AND TECHNOLOGY**

76. Standards are below the expected level at the end of both key stages. There is insufficient evidence from the last report to judge standards at that time. Children enter the school with very limited technical skills and standards are still below the expected level by the time pupils enter Year 1.
77. At Key Stage 1, pupils make satisfactory progress overall, but standards are still below the expected level by the time they are seven, due to their low starting point. Their levels of achievement are satisfactory, however, taking into account the low base from which they are starting. Pupils are able to design simple puppets, using pre-determined components. These they assemble appropriately and the resulting products are of a reasonable quality. However, pupils have very limited design skills and do not really understand how to design for a purpose. Pupils find it difficult to develop designs and are often satisfied with their first effort. Their evaluation skills are poor, lacking in objectivity and are largely uncritical. Pupils in Key Stage 2 are able to generate suitable ideas for a shelter by collecting ideas and using different sources of information. They take appropriate account of the user's needs. For example, they measure the 'client', a teddy bear, to find out the dimensions of the shelter, taking into account the possible need for the bear to stand up. Pupils produce satisfactory step-by-step instructions, using writing and drawings. However, the quality of presentation in their design books is generally poor and this leads to mistakes being made. Although pupils undertake suitable evaluations of their designs, their comments are still largely uncritical and do not really lead to improvements to the original design. By the time pupils leave the school, standards are still below the expected level, especially in the quality of finished products and in their evaluations of their designs. Overall, pupils' levels of achievement are unsatisfactory at Key Stage 2, especially in those pupils who demonstrate a significant ability in the subject.
78. Pupils generally behave well in lessons and this enables teachers to provide an increasing range of practical activities for pupils. In turn this is beginning to have a positive effect on pupils' achievement. Most pupils are enthusiastic and work hard in lessons. This means that they are beginning to make better progress in their learning.
79. Teaching is basically satisfactory throughout the school, although at Key Stage 2 the teaching of basic design skills is unsatisfactory. Teachers have a good understanding of the making aspects of the subjects, but there are weaknesses in the teaching of design. The lack of formal assessment procedures means that tasks are not well matched to the needs of pupils. A further result of this is that the significant number of pupils who demonstrate some ability in the subject are not sufficiently challenged. However, overall, teaching strengths outweigh the weaknesses. Teachers have worked hard, and to good effect to manage pupils well so that there is a good learning environment. Pupils respond positively and levels of concentration are satisfactory in most lessons. Teachers make good use of support assistants so that pupils with English as an additional language have full access to the lesson. Generally planning for lessons is appropriate, with suitable learning objectives.
80. The co-ordinator is providing good leadership and has a clear educational direction. Recent improvements in behaviour management mean that standards are beginning to improve and the range of learning experiences broadened. The monitoring and evaluation for the subject is good and has already highlighted some of the concerns raised by this report. The action so far has been

limited, but the commitment of the staff to improvement is already moving the subject forward. Resources are sufficient, although there is insufficient design software and the use of information and communications technology to support learning is at present unsatisfactory. There are plans to use the information and communications technology suite to develop control technology, once the facility is completed.

## **GEOGRAPHY**

81. Standards at the end of both key stages are below those expected. It is difficult to judge the amount of progress made since the last inspection, as insufficient evidence was available at that time to make a clear judgement. However, the inference is that standards are much the same now as they were then.
82. Pupils enter Key Stage 1 with standards which are below the expected level. They make unsatisfactory progress in their learning and by the time they are seven, achieve standards which are below those expected of pupils of this age. They have very limited understanding of the local environment, although they can recognise and make observations about physical features of the school. For example, they can give simple directions to visitors so that they can find the school office. Pupils can give limited views on the features of the school, expressing their thoughts about the design of the playground, for instance. At Key Stage 2, pupils also make unsatisfactory progress in their learning and standards are below the expected level for 11 year olds by the time they leave the school. Pupils in Years 3 and 4 have completed drawings of the eight points of the compass and use them to give directions around the school. In Year 6 pupils examined capital cities and compared population increase since 1650. By the end of the key stage, pupils are able to identify and mark the continents on a map of the world and identify the main rivers of Europe. In a lesson seen in Years 4 and 5, pupils were using atlases to gain information about physical features surrounding the principal rivers of Bristol. A similar exercise was being carried out in Years 5 and 6. The pupils did not display skilful use of atlases and required reinforcement from the teacher. Their use of geographical vocabulary was limited and differentiation of tasks did not promote confidence in the pupils. Pupils have poorly developed map skills and could not identify any of the conventional symbols pointed out on an Ordnance Survey map. The progress made by pupils with special educational needs and those who speak English as an additional language is unsatisfactory. There is insufficient emphasis on the cultural aspects of the subject to enhance their understanding of some of the countries of origin for pupils in the school.
83. Pupils' attitudes to the subject are mixed, but frequently negative. They do not respond particularly well in lessons, although behaviour is usually satisfactory. Pupils exhibit signs of boredom and this leads to a lack of concentration. Overall, this lack of interest in the subject has a negative effect on standards and the progress pupils make in their learning.
84. The quality of teaching is unsatisfactory throughout the school. Teachers have inadequate subject knowledge to provide sufficiently wide and varied series of learning experiences for pupils. The development of basic geographical skills is unsatisfactory and lesson planning does not provide sufficient systematic development of pupils' knowledge and understanding. Expectations are low and as a consequence, pupils' interest and concentration are commensurately low. Teachers do not always use the most effective methods for the teaching of the subject and the pace of lessons is sometime slow. As a consequence, progress in learning is unsatisfactory. Although there is some informal assessment of pupils' work, this information is mainly used to write progress reports for parents. It is not used effectively to identify weaknesses in pupils' understanding of the subjects or to set targets for improvement. Assessment is infrequently used to adjust the planning of futures lessons. The curriculum as it stands lacks breadth and balance, although it just meets statutory requirements.
85. The school management acknowledges that the subject has significant weaknesses and has recently appointed a co-ordinator who has the appropriate background and expertise to raise

standards. She has conducted an audit of resources and has identified that the current unsatisfactory range needs to be improved to provide teachers with a sufficiency of resources of good quality to provide an effective delivery. She has further identified the need to raise staff confidence and expertise to raise standards. She is committed and supported in her new role by the headteacher to remedy this situation.

## **HISTORY**

86. There has been unsatisfactory improvement in the subject since the last inspection. Standards are below average across the school, and pupils in both key stages do not achieve well enough. This is due to the lack of effective priorities for the subject and too few opportunities for pupils to learn about history from real sources, or to develop their enquiry and research skills.
87. By the age of seven, pupils' sense of history is limited. They study famous people from the past, but they do not learn about history as historians, and they are not taught to look for evidence or learn about the differences between times past and the present day. There is too little evidence of the subject in pupils' work. By the age of eleven pupils acquire many facts about the periods they have studied. For example, in Years 3 and 4 pupils were able to talk about the wives of Henry VIII in some detail. They showed a developing sense of chronology as they made clear distinctions between life then and now. They develop appropriate understanding of the passing of time, and show high levels of interest in the lives of people from the past. In Year 6 there is evidence of limited research about the origins of the Olympic games and about life during the Second World War. However, pupils do not do enough to reach the required standard. There is too little use of writing in support of history, and very little use of information and communications technology. Pupils' research skills are not well enough developed, and they have limited understanding about the importance of history to life today.
88. Teaching in history during the inspection was satisfactory, although there is evidence that some teachers have limited historical knowledge of the periods they teach. This has a negative effect on standards across the school. The lack of assessment procedures also limits standards. Resources are used appropriately during lessons and are adequate to meet the needs of the subject.
89. The new co-ordinator has rightly identified the weaknesses in history in the school. The subject has had a low priority and this has resulted in low expectations and standards. There is good awareness of the needs of the subject and conditions are now right for improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

90. Standards are generally below the expected level at the end of both key stages. However, this is an improvement since the last inspection, where standards were found to be poor. Children generally enter the school with very limited experience of computers and technology. By the time pupils enter Key Stage 1, their attainment is still below the expected level.
91. At Key Stage 1, pupils have limited experience of word processing and the amount of time spent on computers is currently below the national recommended minimum. The school has invested in a networked computer suite, which is about to be commissioned. This should remedy the current lack of access. Pupils in Year 2 have a satisfactory understanding of programming a floor 'turtle' and can give an appropriate series of instructions to make it move. They experiment and refine the sets of instructions until they have a program which meets the criteria laid down by the teacher. Higher attaining pupils are able to describe accurately the effects of what will happen before the instructions are carried out. They also understand that the 'turtle' needs to have its memory cleared before they issue a new set of instructions. Younger pupils in Key Stage 1 can use a graphics program to produce satisfactory pictures. However, the development of pupils' basic computer skills is limited. Most have limited keyboard skills and choose letters by a laborious 'search and peck' process. Standards in word processing and data handling are below the expected level. At Key Stage 2, pupils make satisfactory progress, but attainment is still below the

expected level by the time they are eleven. This is largely due to the low base from which they have started. Good progress is being made in addressing the short-fall in pupils' past experience, but pupils' understanding is still limited. Pupils are able to follow straightforward lines of enquiry when interrogating a database. They are learning to pose suitable questions which can be answered by 'yes' or 'no'. They use appropriate data collecting sheets to assemble information for entry into a spreadsheet. These spreadsheets are then used to produce satisfactory graphs. Older pupils in Key Stage 2 can generate suitable line graphs to interpret data. Standards of word processing are satisfactory and most pupils can use a keyboard and mouse appropriately. Pupils have had limited experience of control programs, such as 'logo' and can give a series of commands to move a pointer on the computer screen. Pupils do not have access to the Internet or have had the opportunity to send and receive e-mails. As a consequence, these aspects of their communication skills are poorly developed. They also lack sufficient experience in gathering and ordering information and their understanding of this aspect of the subject is unsatisfactory. Insufficient use is made of information and communications technology to support learning across the curriculum and consequently, pupils' skills in the relevant use of technology is severely underdeveloped.

92. Pupils behave well when using computers and learning in classrooms. However, their attitudes to the subject are ambivalent, and there is a marked degree of 'technophobia', especially amongst girls. At present little has been done to address this issue. Pupils support each other well when working together at computers and show a high degree of concentration,
93. There has been a great improvement in the quality of teaching of the subject. Overall, teaching is satisfactory, but there are a number of strengths and weaknesses. Generally, teachers have satisfactory subject knowledge, which they use well to extend pupils' skills, knowledge and understanding of the subject. Their management of pupils is good and they are effective in maintaining good levels of discipline in lessons. As a consequence, the rate of learning in lessons seen is generally good and there are detectable signs of improvement in standards, especially at Key Stage 1. There are, however, weaknesses in the assessment of pupils' progress and the use of assessment to adjust teachers' planning to meet the needs of pupils. For example, teachers are unaware which pupils have computers at home, and therefore have more opportunities than those who do not. They also appear to be unaware that a minority of girls are actively avoiding using computers and consequently making poor progress in their learning.
94. The co-ordinator provides good leadership for the subject. She is well aware of the current weaknesses in the subject and has a very good action plan for addressing major issues. The key initiative has been the use of specific grants to equip a spare classroom as a networked information and communications technology suite. This will enable teachers to teach groups on computers, provide screened access to the Internet and develop neglected aspects of the subject. The co-ordinator has detailed training plans based on an audit of staff skills, aimed at raising levels of staff expertise. Assessment systems are at present unsatisfactory, as there has been no audit of pupils' capabilities and procedures are largely informal. At present, largely due to the shortage of functioning computers, the use of technology is unsatisfactory throughout the school. There are shortages in software provision, but the co-ordinator has carried out an audit of suitable programs and has detailed plans to increase provision once the suite is functional.

## MUSIC

95. Pupils throughout the school do not attain standards expected for their age. During the last inspection there was no recorded evidence of pupils' composing and appraising skills. The situation remains much the same. Insufficient improvement has taken place since the last inspection but the school acknowledges this and realises what it has to do to raise standards in music and intends to pursue this avenue as quickly as possible.

96. In a music lesson in Years 3 and 4, where pupils are to learn about musical accompaniment in the illustration piece of music played, some pupils quickly pick up the music phrases from the tape and naturally sing along. However, singing skills are not well developed and standards are below those expected. In Year 4, pupils' accuracy, intonation and phrasing are weak. In Years 5 and 6 a tape is used to back the pupils' singing. Although, a few show enthusiasm, most join in well and singing is satisfactory overall. Pupils, however, are singing songs they already know and there is no progress in their learning. Standards of performance are well below those expected.
97. The quality of teaching throughout the school is unsatisfactory overall. There is no music co-ordinator or external support, a situation the school intends to remedy as soon as possible. There is generally a lack of confidence and expertise in this area. This together with no co-ordinator in post is clearly having a negative effect on raising standards. Pupils throughout the school are not having sufficient opportunities to develop their skills of composing or appraising. Efforts by the school are being made to improve the situation with visiting musicians from the Bournemouth Symphony Orchestra and providing pupils with the opportunity to attend concerts at the Colston Hall in Bristol. The school provides opportunities with African drumming but the skills taught are not sequentially developed. The musical instruments at the school are varied but are generally satisfactory.

## **PHYSICAL EDUCATION**

98. Pupils achieve standards that are in line with national expectations. During the last inspection, no judgement was made on standards, so it is not possible to comment on improvement in the subject since then.
99. Pupils show a good sense of spatial awareness and developing co-ordination. They respond well when instructions are clearly given and use the opportunities provided within the lesson to evaluate their own performance and the performance of others. In a games lesson observed, pupils improved on their aiming and throwing skills and recognised the improved effect of working as a team to achieve their aims more effectively. When using a bat to aim a ball to land in the opposite badminton court, pupils improved their own performances by considering feeding of the ball, direction of the bat and strength used to project the ball. Pupils enjoy the competitive aspect of games and play other schools. They also participate in festivals such as tag rugby when boys and girls participate in the same team. Swimming is a feature of the physical education programme. All pupils at Key Stage 2 have lessons for one term each year and the majority of pupils succeed in achieving the 25 metres award. Pupils cover the full range of physical activities including gymnastics, athletics and dance.
100. The physical education programme is enhanced by sporting activities either during lunchtimes or out of school hours such as, football, netball, cricket and tag rugby. Pupils in Years 5 and 6 are also provided with the opportunity to attend a residential experience which includes physical activities. The pupils who attend these courses enjoy them and it supports the development of independence and inter-dependence and reinforces and extends opportunities for inclusion. Pupils have positive attitudes to physical education and many pupils attend out of school clubs. Staff and pupils wear physical education kit and teachers ensure health and safety features are understood and observed by pupils.
101. The quality of teaching is satisfactory overall. Lessons offer effective warm up activities and appropriate challenges. Pupils behave well and are encouraged to evaluate their performance. They demonstrate fair play and inclusion is considered in all activities to ensure equal opportunities for all pupils. For example, girls are actively encouraged to take part in the football club and do so on a regular basis. Pupils are well behaved and even when the pace slowed in one lesson due to insufficient action, behaviour did not deteriorate.

102. The monitoring of teaching, learning and standards is currently under-developed. There are assessment procedures in place for some aspects, such as swimming but not for all aspects. There is no co-ordinator currently in post and two senior members of staff currently share the responsibility and acknowledge the need for a co-ordinator to be appointed. However, despite this, all areas of the physical education curriculum are covered and the significant improvement in extra-curricular activities is providing substantial support. Resources are satisfactory overall. There is a spacious hall, which is not used for dining and provides opportunities for lunchtime activities. The school makes full use of the local swimming pool although pupils have to travel for this facility.

## **RELIGIOUS EDUCATION**

103. Standards in religious education have been maintained since the time of the last inspection. Pupils across the school attain broadly average standards in relation to the locally agreed syllabus.
104. By the age of seven pupils know about Christian values. They show satisfactory understanding of the life and influence of Jesus, and they are able to talk about the main symbols of the Christian religion. They know that different religions have their own symbols. By the age of eleven, pupils have satisfactory knowledge about the main faiths studied in the syllabus. They learn about the customs and ceremonies of the Christian, Sikh and Muslim faiths. These are the faiths represented in the school population.
105. Teachers use a wide range of approaches and stories to help pupils understand the different traditions and customs that they study. Festivals play an important part in the study of the subject. In all classes pupils share knowledge and understanding of the ceremonies and festivals of their own cultures. For example in Key Stage 2 pupils have undertaken a study of weddings in the three cultures represented in the school. They have gained in knowledge as they listened to visitors, study costumes, and share photographs with each other. The in-depth study has enabled good understanding of each other's faith, and has promoted good inclusion, and shared understanding for all pupils. Pupils' attitudes to the different faiths improve because visitors talk about their own beliefs. The self-esteem of pupils of different ethnic backgrounds improves because their own traditions are valued. The quality of teaching in the subject is satisfactory. Teachers pay good attention to the recommended topics of the local syllabus. They develop positive relationships and ethos within lessons by enabling pupils to share their own beliefs.
106. Leadership of the subject is new, but is satisfactory overall. The co-ordinator has a good awareness of the curriculum and clear knowledge of the importance of the subject for pupils in this multi-racial school. There has been no opportunity to monitor teaching or learning, and this is a weakness, There is too little opportunity for pupils to write about their religious education studies, and there is a lack of assessment to inform teaching. Resources are insufficient, and there are too few opportunities for pupils to visit places of religious significance in the local community.