

Pre-Publication Copy

INSPECTION REPORT

Luckwell Primary School

Bedminster, Bristol

LEA area: City of Bristol

Unique reference number: 108944

Headteacher: Mr K. Johnson

Reporting inspector: Mrs A.J.Pangbourne
23818

Dates of inspection: 11th-14th December 2000

Inspection number: 225016

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Breach Rd
Bedminster
Bristol
Avon

Postcode: BS3 3ET

Telephone number: 0117 966 4758

Fax number: 0117 963 1105

Appropriate authority: The governing body

Name of chair of governors: Mr A. Clements

Date of previous inspection: September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alison Pangbourne 23818	Registered inspector	Areas of learning for children in the foundation stage	How high are standards?
		Science	How well are pupils taught?
		Information and communication technology	How well is the school led and managed?
		Equal opportunities	
John Kerr 8919	Lay inspector		How well does the school care for its pupils?
			Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
Margaret Burslem 13210	Team inspector	Mathematics	
		Design and technology	
		Geography	
		History	
		Physical education	
		Special educational needs	
Hilary Bonser 22870	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Art and design	
		Music	
		Religious education	

The inspection contractor was:

Quality Assurance Associates Ltd
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Luckwell Primary School is situated in a long established housing area close to the centre of Bristol. It draws its pupils mainly from the local area, which comprises a mixture of local authority and owner-occupied properties. Children's attainments on entry are below average in all the areas of learning and oracy skills are particularly poorly developed. At the time of the inspection, there were 209 pupils on roll. There were 73 pupils with special educational needs and four of these pupils have statements of special educational needs, which is above average. There are slightly more boys than girls. There are no pupils from ethnic heritages. The socio-economic circumstances of the pupils are below average with ten per cent claiming a free school meal, which is broadly average.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. Children start school with below average attainments and speaking skills are particularly poorly developed. By the time they leave the school, standards are average overall and pupils are achieving well. Standards in the current Year 6 are lower than usual in English, being below average. This is because this particular group of pupils includes an unusually high number with particular learning difficulties. Pupils do well because the quality of teaching is good and the provision for pupils with special educational needs is very good. The headteacher provides particularly good leadership, supported by governors and staff, and all share a commitment to enabling each pupil to do their best. The school provides good value for money.

What the school does well

- Pupils show very positive attitudes to their work, behave very well and collaborate well with each other because the quality of teaching is good and they are offered an exciting curriculum.
- The school is well led, particularly by the headteacher, and this has a significant effect on the ethos of the school where all are valued, and on the excellent way in which the school aims are reflected in all that it does.
- Provision for spiritual, moral, social and cultural development is very good overall and as a result of the emphasis placed on citizenship, the procedures to ensure the absence of oppressive behaviour, racism and sexism are excellent.
- The school monitors and evaluates its performance very well, resulting in good improvement since the previous inspection.
- The school takes good care of its pupils, including those with special educational needs, for whom it makes very good provision.
- Parents have positive views of the school and the impact of their involvement on the work of the school is very good.

What could be improved

- Standards are too low in Year 2 because tasks are not sufficiently challenging and expectations are not always high enough to enable pupils to make good progress.
- Standards in religious education do not meet the expectations of the Agreed Syllabus because pupils do not have the opportunity to build progressively on what they have already learned.
- The accommodation is unsatisfactory because the condition of the dining hall impedes the progress pupils make in physical education, there are no toilets dedicated to use by children in the Foundation Stage and the mobile classroom is in a poor state of repair.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its previous inspection in 1996. Standards have improved in English, information and communication technology and design and technology by the time pupils leave the school. The quality of teaching and learning has improved. Monitoring and evaluation is now a strength of the school and reports to parents are now judged to be good. Cost effectiveness has

improved because the school thoroughly evaluates its spending in terms of what the pupils achieve. The school is well placed to make further improvement.

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	C	B	C	C
Mathematics	D	B	B	B
Science	E	C	C	C

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

The information shows that the performance of pupils in 2000 was average in English and science and above average in mathematics both when compared to all schools and in comparison with similar schools. The school has an above average number of pupils with special educational needs and a significant number start school with poorly developed language skills and so pupils are achieving well.

Inspection evidence shows that standards are below national expectations in English and in line with them in mathematics and science. The difference between inspection evidence and statutory tests results is because the current group of pupils in Year 6 includes an unusually large number with learning difficulties and it is not an indication of a drop in standards. This is evident from the careful monitoring of their progress through the school and this group of pupils is doing particularly well from their well below average attainment when they were in Year 2. By the end of Key Stage 1, standards are below national expectations in reading, writing and mathematics. This is partly because many pupils start school with below average attainment and their poor language skills impede the progress they make. Another factor is that although pupils achieve well in Year 1, the work they are offered in Year 2 is often insufficiently challenging. Consequently, pupils in Year 2 do not achieve as well as they should. Pupils do better than expected for their age in design and technology by the end of Key Stage 2, although their attainment in this subject is below expectations at the end of Key Stage 1. They do well in this subject at Key Stage 2 because they are continually challenged to evaluate and improve their work. Standards in religious education are also below the expectations of the locally Agreed Syllabus by the end of both key stages due to weaknesses in the way the subject is planned. Standards are as expected in all other subjects and pupils achieve as they should.

Results over time show an increase in the number of pupils reaching the expected level in English, mathematics and science. The school has set challenging targets for the current Year 6 and it is on course to meet them this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school because they know that they will be offered interesting activities and that their contributions are valued.
Behaviour, in and out of classrooms	Very good. Pupils behave very well and follow the school's high expectations of behaviour. The procedures to ensure the absence of oppressive behaviour, racism and sexism are excellent.
Personal development and	Very good. Pupils are encouraged to take responsibility for their actions

relationships	and relationships are very good.
Attendance	Good.

- The school is justifiably proud of its excellent anti-bullying programme that results in an absence of any form of bullying, sexism or racism. Pupils are taught effective strategies that prepare them very well for adult life.

TEACHING AND LEARNING

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

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

Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. The quality of teaching was satisfactory or better in 96 per cent of lessons seen during the inspection and 29 per cent were very good or better, with seven per cent being excellent. Seventy one per cent of lessons were good or better. Examples of very good teaching were seen in every class in Key Stage 2, and also in Year 1, where the quality of teaching is particularly high. Examples of excellent teaching were seen in Years 1, 4 and 6. Teaching in English is good, enabling pupils to make good gains in their learning and contributing to the good progress made, particularly by those who start school with less well developed language skills. The quality of teaching in mathematics is very good at Key Stage 2 and good at Key Stage 1 because teachers use questions effectively to challenge pupils of different abilities.

Strengths in the quality of teaching include very high expectations, well managed pupils and very effective organisation, such as the provision of mathematics and English partners, which enables pupils of similar ability to discuss their work together. A particular strength is the way in which teachers explain what pupils are going to learn and reinforce this during the lesson. As a result, pupils have a good understanding of their own learning and work hard to succeed. In the unsatisfactory lessons, in Year 2, group tasks were insufficiently challenging, expectations were not high enough to enable pupils to make good progress and there were inconsistencies in class management. Good teaching in the Foundation Stage, where children are aged under five, leads to good learning.

The teaching of literacy and numeracy is good and contributes to the standards achieved by the time the pupils leave the school. Teachers take every opportunity to extend language skills and are competent in teaching the basic skills. Activities are planned to meet the needs of all pupils, although the needs of pupils in Year 2, particularly higher attaining pupils, are not always well met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum. It is enriched by a good variety of visits and visitors. Provision for extra-curricular activities is good. Links between subjects are good and all statutory requirements are met.
Provision for pupils with special educational needs	Very good. Very good quality support both in class and when pupils are withdrawn for extra help. Work is carefully matched to their needs and they make good progress.
Provision for pupils'	Very good provision for moral, social and cultural development and good

personal, including spiritual, moral, social and cultural development	provision for spiritual development. Very good multicultural links give pupils insight into values and beliefs.
How well the school cares for its pupils	Good. Staff know the pupils very well and effectively monitor their personal development.

- The school enjoys a good partnership with its parents. They have a very good impact on the work of the school with many giving help in classes. They receive good information about the school.
- There are some weaknesses in the provision for religious education where there are shortcomings in the way in which the subject is planned.
- The school makes very good use of its assessment information to raise standards and improve progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a very clear view for the development of the school based on thorough evaluation of what is successful in this school. The way in which he ensures that the aims and values of the school are reflected in all its work is excellent.
How well the governors fulfil their responsibilities	Satisfactory. Many governors are recently appointed and they are developing an understanding of their roles. They are very supportive.
The school's evaluation of its performance	Very good. One of the reasons for the school's success is the attention it gives to identifying and addressing areas of weakness both for groups of pupils and for individuals. The current group of pupils in Year 6 is making very good progress because their needs were identified several years ago and programmes to support them have been implemented successfully. Weaknesses for pupils in Year 2 have already been identified and measures to improve them are in place.
The strategic use of resources	Good. Resources are targeted to raise standards. The good provision for support staff contributes significantly to the standards attained.

- The school is adequately staffed. The school has coped well with disruption caused by the appointment of a senior teacher to another school and the maternity leave of another. The accommodation is unsatisfactory. Although the school has made strenuous efforts to improve it, the dining hall is in a poor state of repair and its condition impedes the progress pupils make in physical education. The mobile classroom used by pupils in Year 6 is dilapidated and has no easy access to toilet facilities. There are no dedicated toilets for the use of children in the Foundation Stage. Resources are satisfactory.
- The way in which the school considers the strengths and weaknesses in all initiatives by measuring pupils' progress before deciding what will be successful is fundamental to its success.
- The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good. • The teaching is good and children make good progress because they are expected to work hard. • Their children enjoy coming to school. 	<ul style="list-style-type: none"> • Some parents would like more extra curricular activities to be provided. • Some parents would like their children to have more homework and others would like less.

- | | |
|-----------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none">• The school helps them to become mature and responsible. | |
|-----------------------------------------------------------------------------------------------------------|--|

The team agreed with the strengths mentioned by the parents but found that the provision for extra curricular activities was good. Arrangements for homework are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school is below average in all the areas of learning. A significant number of children start school with particularly poorly developed language skills. Children in the Foundation Stage make good progress, firmly consolidating and broadening their skills. By the time they leave the Foundation Stage, at the end of Year R, most children have not quite attained the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. They are on course to meet them in the other areas of learning. This is because many children start school with such poorly developed language skills and they have not yet developed sufficient skills to enable them to express themselves clearly.
2. Taking the three years 1998 to 2000 together, the results of national tests for pupils at the end of Key Stage 2 show that the percentage of pupils reaching the expected level has been rising in English, mathematics and science. At Key Stage 1, the picture is less positive with a slow improvement in standards but below average standards being maintained in reading, writing and mathematics. The school has set challenging targets to raise standards and is on course to meet them. This is of particular note this year because the current pupils in Year 6 have been identified as being of unusually low attainment and standards in English are likely to be lower this year than usual. Targets set for this year, although considerably lower than those in previous years, are none the less very challenging for this group of pupils, whose attainment in the Key Stage 1 statutory tests was well below average. Pupils in Year 6 are nevertheless achieving well because the school has closely monitored their progress.
3. In the 2000 National Curriculum tests taken by pupils at the end of Key Stage 2, the results achieved by the pupils were average in English and science and above average in mathematics. The proportion of pupils exceeding national standards was average in mathematics and science and below average in English. When results are compared with the prior attainment of pupils in other schools that achieved similar results in 1996 at the end of Key Stage 1, results are well above average in English and mathematics and above average in science. This shows that pupils are doing well, particularly as an above average number have special educational needs and many start school with poorly developed language skills. In the tests taken by pupils at the end of Key Stage 1, results were below average in reading, writing and mathematics. Teacher assessments in science show that the proportion of pupils who reached the expected standard was broadly average. Compared to schools in a similar context, with between eight and 20 per cent of pupils entitled to a free school meal, in 2000, attainment at the age of eleven was above average in mathematics and average in English and science. Standards have improved in English, information and communication technology and design and technology and average standards have been maintained in all other subjects since the previous inspection.
4. Inspection evidence shows that there are variations in standards attained in different year groups. Standards overall are broadly in line with national expectations by the end of Key Stage 2 and pupils are achieving well. Attainment in English is below expectations and attainment in mathematics and science meets expectations. The reason why standards in English and mathematics are not as high this year is because the current Year 6 includes a significant number of pupils with learning difficulties that were identified further down the school. This year group is not typical and all other year groups in Key Stage 2 are reaching the expected standards. One of the reasons why pupils achieve well in Key Stage 2 is because of the high standard of teaching they receive and the very good provision for pupils with special educational needs, which enables them to make good progress. Another reason for the good progress made, particularly by the current Year 6, is the attention the school pays to identifying areas of weakness both for groups of pupils and for individuals and the strategies it uses to address them. For example, a variety of teaching and learning styles have been used to motivate these pupils and the school has worked hard to

successfully ensure that these pupils with significant literacy difficulties can achieve appropriately in mathematics and science.

5. Inspection evidence shows that standards are below expectations in English, mathematics and science at the end of Key Stage 1. There are several reasons for this. When children enter the key stage they have not yet attained the early learning goals in these areas of the curriculum because, despite the good teaching they receive, many have not developed sufficient language skills to enable them to express themselves clearly. They make good progress in Year 1 because of the high quality of teaching in this class that provides challenge for pupils of all abilities. A thorough understanding of how to teach the literacy and numeracy strategies makes a significant contribution to the standards attained. However, in Year 2, pupils do not build sufficiently on what they have learned in Year 1. Expectations of what they can achieve is too low, Group tasks are insufficiently challenging, particularly for higher attaining pupils, and the organisation, where three teachers share responsibility for the class, leads to differences in expectations of behaviour. Planning between teachers does not always allow for pupils to develop their skills systematically. As a result, standards are below average by the end of the key stage. The school's very good monitoring procedures have already identified weaknesses for this year group and plans are in place to improve this next term.
6. Standards in information and communication technology, history, art, geography, music and physical education are in line with national expectations by the end of both key stages and pupils achieve as they should. Standards in information and communication technology have improved since the previous inspection, where standards were below average. The school has improved its provision for the subject and this is having a positive impact on standards. By the end of Key Stage 2, pupils do better than expected for their age in design and technology because teachers have very good subject knowledge and very high expectations of what pupils can achieve. This is also an improvement since the previous inspection. However, at the end of Key Stage 1, standards are below expectations and the skills evident in Year 1 are not sufficiently developed. Standards in religious education are below the expectations of the Agreed Syllabus at both key stages because the curriculum has not yet been sufficiently reviewed to ensure that pupils develop their knowledge about religions as they move through the school. The difference between religious education and personal and social development is unclear and as a result there are some gaps in learning.
7. Standards in literacy and numeracy are below expectations by the end of Key Stage 1. This is because of weaknesses in the way in which group work is organised within these sessions. Tasks lack excitement and are too similar for all pupils and consequently, there is a lack of challenge, particularly for higher attaining pupils. Standards in literacy are below average at the end of Key Stage 2 this year. This is because of the literacy difficulties experienced by this particular group of pupils. In all other classes, standards in literacy meet expectations because teachers have a good understanding of how to teach the National Literacy Strategy. Pupils use their literacy skills to enhance learning in other areas. For example, to record investigations in science, to make slide presentations in information and communication technology and to write emails to other parts of the world in geography. Standards in numeracy meet expectations by the end of Key Stage 2. Sessions start with brisk mental problems and pupils use their numeracy skills appropriately across the curriculum. For example, when recording the results of their science investigations in graphical form and when measuring to make bridges in design and technology.
8. Pupils with special educational needs make good progress and achieve well in relation to their prior attainment. This is because of the good quality teaching they receive and the generous and effective classroom support provided. Higher attaining pupils achieve as they should in all classes except for Year 2, where they are not always sufficiently challenged. There is no significant difference in the attainment of boys or girls.

Pupils' attitudes, values and personal development

9. Throughout the school, pupils have very good attitudes to their work. Their behaviour is very good and as they develop and mature, they respond very well to the thoughtful nurturing of staff. From the time they join the school aged under five, they cope well with school life, responding quickly to routines,

forming friendships and showing an interest in all they do. They soon form good relationships with all staff. Parents report that they are happy to come to school.

10. As they move through the school, pupils of all ages are interested and involved in their activities. They listen quietly and carefully. They are confident in giving answers; even if they are wrong because they know that their opinions are valued. Their work rate is high and it is rarely disturbed by misbehaviour of other pupils. They settle to their tasks and respond well to a challenge. Pupils of all abilities are confident to try. On the few occasions when they are not sufficiently challenged, their concentration lapses and they waste time. Lower attaining pupils take an active part in lessons because of the help that they receive from well-organised support staff. Sometimes pupils are a little slow in planning and starting their practical work and depend heavily on their teacher's lead, but they are keen to be involved and to complete set tasks. Many pupils make perceptive comments, often using appropriate vocabulary. Teachers then refer to such comments and use them to develop the lesson and to improve their language skills.
11. Pupils' behaviour in lessons and as they move about the school is very good. They quickly learn to control their emotions and are given the tools to cure misbehaviour. They understand how to withstand bullying. As a result, the absence of oppressive behaviour in the school is excellent and any isolated incidents of bullying rarely go untreated. No pupil has been excluded from the school for some years. The school has clear expectations of good behaviour, which are shared with parents and pupils.
12. There is a policy of social inclusion in the school. If there is any breakdown in normal behaviour, as part of the early intervention, pupils of both sides are encouraged to consider the effect of what has happened. They talk about the effect on their work, on their feelings and what it is like to be a victim. For example, during an assembly, some pupils voluntarily expressed to having bullied others. From their early years in the school, pupils learn that their responses are valued. Through the peer mediation scheme, on many occasions pupils are able to resolve their own differences amicably.
13. Pupils of all ages are well able to take responsibility for the daily routines. As they mature, they become more responsible for the care of younger pupils in the playground. Pupils are always keen to introduce you to a younger sibling or to one of their charges. They take their responsibilities on the school council very seriously. There they expect to be able to speak and to be listened to, with the result that pupils have a positive say in how the school develops. Their success as a council showed initiative as they helped to organise a council conference with other schools, which was held in the Bristol City Chambers.
14. Relationships in the school are very good. Pupils' friendly attitudes to each other and the positive attitudes they have with adults, makes a significant impact on their personal development. They are always courteous to adults, whether staff, visitors or volunteers in class. Pupils of all ages mix well in the playground and they are very tolerant if they cannot go outside to play due to inclement weather. This creates a very happy atmosphere around the school. Pupils are rightly proud of their successes and are confident to discuss their difficulties with their teachers.
15. Attendance of pupils is good. Pupils are punctual at the start of the day and for lessons. Since the previous inspection report, the school has maintained the pupils' positive attitudes and relationships and behaviour remains very good.

HOW WELL ARE PUPILS TAUGHT?

16. Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. Ninety six per cent of teaching was satisfactory or better, with 29 per cent being very good or better. Seventy one per cent of the teaching was good or better with seven per cent being excellent. This is a considerable improvement since the previous inspection where only eight per cent of lessons were judged to be very good or better. Examples of very good teaching were seen in all classes in Key Stage 2 and also in Year 1. Examples of very good teaching were seen in English, mathematics, science, information and communication technology, physical education and religious education. Examples of excellent teaching were seen in Years 1, 4 and 6.

17. The quality of teaching is consistently high at Key Stage 2 where over 90 per cent of lessons were judged to be good or better. Good teaching at Key Stage 2 was also a feature of the previous inspection. The quality of teaching at Key Stage 1 is more variable. In Year 1 over 80 per cent of lessons were good or better but in Year 2, although two thirds of the lessons seen were satisfactory, the other lessons were unsatisfactory. Two thirds of the lessons seen for children in the Foundation Stage were good and the rest were satisfactory. As a result of the high quality of the teaching and the very good provision for pupils with special educational needs, pupils make good and often very good gains in their learning from their below average attainment on entry to school. Where teaching is less successful, in Year 2, pupils make slower progress and although pupils in Year 1 achieve as they should, by the end of Year 2, standards are not as high as they should be because the teacher's expectations are not always high enough.
18. The quality of teaching is good at both key stages in English. It is very good in mathematics at Key Stage 2 and good at Key Stage 1. It is good in science, physical education and religious education at Key Stage 2. There was insufficient evidence to make a judgement in any other subject. Features of the lessons where teaching is particularly strong include very high expectations, very well managed pupils and very effective organisation to ensure that tasks are well matched to the needs of the pupils. A particularly effective feature is the way in which pupils have designated partners for mathematics and English. For example, in a very good mathematics lesson for pupils in Year 4, pupils made very good gains in their learning about inverse operations when they solved problems set by their partner. This lesson was particularly successful because the teacher asked pupils to write some numbers from 0 to 100 because they were going to work out the relationship between them. The pupils were then required to change work with their partner to work with their choice of numbers. This motivated the pupils, who had been expecting to work with their own numbers, and ensured that the task was well matched because the partners were of similar ability. In the best lessons, talented support staff are used very well to support learning and time is well used.
19. Three excellent lessons were seen during the inspection. These lessons were all characterised by very high expectations and very good relationships that encouraged all to give of their best. The teachers offer challenging and interesting activities and pupils know what they are going to learn and show a determination to succeed. For example, in Year 1, the teacher uses humour very effectively to enable pupils to remember what they are learning. In this excellent English lesson, pupils tried hard to keep their handwriting well orientated because the teacher reminded them that 'letters feel sick if they are not on the line!' The pupils made excellent gains in their understanding of rhyming words because the teacher used resources so effectively. Her appearance in a wig, holding a toy pig, reinforced their understanding and kept their attention. The choice of resources challenged thinking very well because the pupils offered 'dog' and 'mug' as the next rhyming pair and quickly realised that it was in fact 'pup' and 'cup'. Timely intervention, with every moment used to extend learning, allowed pupils to reach standards in writing in this lesson which were above those expected for their age.
20. In another excellent lesson, also in English, for pupils in Year 4, very well targeted questions to individual pupils and very positive management strategies ensured pupils of all abilities made excellent gains in their learning about stage directions in play scripts. Very high expectations and continual review to ensure pupils understood before moving on to the next stage of the lesson led to pupils having a very good understanding of their own learning and to have confidence to learn from their mistakes. By the end of the lesson, pupils used powerful verbs for stage directions in a scene from 'Little Red Riding Hood' and evaluated each other's work. In an excellent numeracy lesson for pupils in Year 6, very good questioning and positive reinforcement enabled pupils to predict the next five 'square numbers' after 12. Pupils were put in the position of the teacher, identifying the formula and explaining it to others. Timely intervention picked up pupils who had difficulty and took their learning forward. In this lesson, pupils were so motivated by the activity that they were disappointed when they had to stop and continued to challenge each other at the end of the lesson.
21. Where teaching is less successful, in Year 2, expectations are not always high enough to allow pupils to make the progress of which they are capable. There are more than 30 pupils in the class and so two part time teachers work with the full time teacher to ensure that pupils are taught in

smaller groups. Expectations of behaviour are not consistent between the teachers and this leads to variations in the attitude of the pupils according to who is teaching them. Group activities lack challenge and as a result, pupils produce a limited amount of written work and lack a sense of purpose. This inhibits the progress they make. In an unsatisfactory numeracy lesson, planning was insufficiently clear to identify how the different elements of the lesson would fit together and as a result, pupils did not have a clear understanding of what they were going to learn. The teacher overused praise, resulting in a lack of stimulation. She answered her own questions rather than giving pupils time to answer and consequently, pupils waited for her to do this. Group activities were broadly similar for all abilities leading to underachievement for many pupils. In another unsatisfactory lesson, in religious education, poor organisation and use of resources within the lesson meant that pupils did not consolidate their knowledge about the Christmas story as intended. Planning was insufficiently clear to enable one teacher to successfully build on an earlier lesson taught by another teacher, to provide a continuous experience for the pupils. Opportunities to extend learning and challenge thinking were missed throughout the lesson, resulting in little gains in learning. The school has already identified the weaknesses in teaching for this year group and plans for improvement and for changing the organisation are in place for next term.

22. The quality of teaching for children in the Foundation Stage is good overall and contributes to good learning. Four out of six lessons were judged to be good and the rest were satisfactory. The teacher has a good understanding of the needs of young children and plans lessons to meet their needs. A gentle, encouraging style encourages all to take part and children are well managed, leading to a conducive learning environment. Good use of the well-prepared classroom assistant and parent helpers ensures that children have sufficient adult support and that every opportunity to extend language is taken. Well-established routines and the consistently high expectations of all adults ensure that children make good progress.
23. Teachers are skilful in the teaching of literacy and numeracy, where they show a good understanding of how to teach both strategies. Strengths include the effective use of classroom assistants, who provide valuable support and encouragement during group activities. The system of mathematical and English partners contributes positively to the standards attained as pupils are paired with similar abilities and are motivated to succeed. Teachers take every opportunity to extend language and this contributes to standards in English and mathematics. Teachers are competent in teaching reading and spelling, taking every opportunity to develop literacy skills. For example, pupils in Year 3 were encouraged to identify words including the phoneme 'ea'. The teacher took the opportunity to explain the difference between similar phonemes as a result of a spelling mistake made by a pupil, so ensuring that all learned the difference. In numeracy, good emphasis on correct mathematical language promotes learning and attractive resources keep pupils motivated. For example, pupils in Year 4 used attractive apparatus to show the answers to problems using inverse operations.
24. Strengths in the teaching of different subjects include the teaching of science, physical education and religious education at Key Stage 2. In science, challenging questions and the effective use of information and communication technology enables pupils to make good gains in their learning about the phases of the moon. The use of digital photographs allows pupils to understand the decomposition of mushrooms and bread and very high expectations enable pupils to record their investigations scientifically. In physical education, well-structured activities, high expectations of behaviour and the effective use of a visiting teacher to teach pupils to dance to African rhythms contribute positively to the good pace of learning. In religious education, a brisk pace and a good sense of purpose enable all pupils to be involved in good quality discussions about religious issues. The provision for homework has improved since the previous inspection, with an appropriate amount being set as pupils move through the school.
25. Pupils with special educational needs are well supported when withdrawn for individual or small group support and when receiving help in class. The good teaching means that tasks are well matched to the abilities of the pupils; the pace and challenge in lessons is good and the supportive manner of the teachers ensures that the pupils are assisted to enjoy their learning. Consequently, they make good gains in their learning. Teachers, classroom assistants and other adults know their pupils well and this has a major and positive impact upon learning.

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

26. The school provides its pupils with a wide range of good learning opportunities that have been improved further since the time of the last inspection. The school now successfully maintains a broad curriculum while giving good time and emphasis to literacy and numeracy. Its commitment to this is seen in the consistent introduction of the Literacy and Numeracy Strategies. This has led to a good range of effective strategies in teaching these basic skills, which is reflected in a marked improvement in the quality of teaching and the progress pupils make as they move through the school. The school meets the requirements of the National Curriculum, for collective worship and of the locally Agreed Syllabus for religious education. Strong features of the curriculum include the very good links teachers make between subjects. These give coherence and relevance to pupils' learning and motivate them well. Good examples of this are the 'Biotown' project that Year 6 pupils are currently working on and the international links established with schools.
27. The curriculum for children in the Foundation Stage is satisfactory and it is based appropriately on the specified areas of learning for children of this age. Pupils receive good support from the teacher, the classroom assistant and other helpers. Plans are effectively shared with all support staff and this leads to consistency in expectations. The curriculum is carefully planned and includes opportunities for child and adult initiated activities, purposeful play, whole class and group activities. The school takes every opportunity to compensate for the lack of a designated play area to provide opportunities for physical development in the adventure playground, but there are no wheeled toys to further develop their skills.
28. Provision for pupils with special educational needs is very good. The needs of pupils with learning difficulties are identified clearly through very good quality individual education plans and well-focused targets. These plans are used very well to plan work and are regularly reviewed. Pupils receive good support both in class and when withdrawn for extra help and this contributes very positively to the good progress which they make.
29. Equality of access for all pupils is fundamental to the ethos of the school. It is vigilant about organising activities fairly. However, weaknesses in the accommodation lead to differences in the provision for pupils in Year 6 who are taught in a dilapidated mobile classroom, with no easy access to toilet facilities.
30. The curriculum is further enriched by a good variety of other visitors, such as drama groups, artists and musicians who work with pupils on, for example, African dance and drumming. A good number of visits within the locality, including a residential visit to Treginnis Farm for City Children, further extend pupils' learning opportunities and personal development. Pupils also develop their interests in several areas through a good range of clubs such as those for art, information and communication technology, football, netball, choir, guitar and for the school newspaper. The curriculum is generally well balanced except in physical education where the development of pupils' gymnastic skills is limited by weaknesses in the accommodation and in religious education, where there are some shortcomings in the way the subject is planned. Nevertheless, the curriculum promotes the personal, spiritual, moral, social and cultural development of pupils very well overall and this makes a significant contribution to their very good behaviour and very positive attitudes to learning. It also helps to prepare them well for the next stage of their education.
31. The contribution of the community to pupils' learning is good. The school has formed good contacts with the Bristol City Offices through the work of the school council in organising the schools' council conference. Year 6 pupils visit local senior citizens' homes and other visits, such as to a nearby farm, build pupils' self-esteem before going on to secondary school. The international work to develop citizenship extends the community via email to elementary schools in Japan, Western Australia and Beira in Mozambique. Pupils are encouraged to use up to date techniques, such as digital photography, to overcome any language barriers as they communicate with students globally. The school has good contacts with the Arts Council who help to develop media projects and a local architect has worked with Year 1 designing 'Homes for Heroes'.

32. Relationships with partner institutions are good. The school continues to maintain effective links with other schools in the area. Good arrangements are in place to introduce children to school. For example, home visits are offered and arranged for those parents who want them so children can meet with their new teacher in the child's own environment. This contributes positively to a settled start. There are good contacts with the secondary schools in the area and pupils are well prepared for the transfer to their new school.
33. Pupils' personal health and safety education is well covered by the personal, health and social education programme. This covers drugs awareness and deals with sex education in appropriate ways for each age group. Pupils are encouraged to discuss matters related to their personal development and to increase their knowledge of the world about them.
34. Provision for spiritual development is good. Particularly strong contributions come from personal social and health education lessons. Every opportunity is taken in these lessons to develop pupils' awareness of who and what they are and to encourage their personal and spiritual growth. Although opportunities for spiritual development are not specifically planned for, pupils are encouraged to value the ideas of others in lessons and teachers provide good models in the way that they listen and value all pupils' contributions in lessons. In a Key Stage 2 assembly, for example, where Year 3 pupils were reporting about a school council meeting, the pupils listened well and waited patiently showing understanding and empathy for those giving the reports. Opportunities for spiritual development are not missed in lessons. For example, children in the Foundation Stage marvelled at the colours and shapes in a candle flame when discussing their feelings. In Year 6, pupils reflected on the way in which mushrooms decomposed. Strong contributions come from assemblies that include a period for reflection and prayer. All wall displays, including those celebrating the school's centenary celebrations, show how well the pupils value the school.
35. Provision for moral development is very good. Pupils are taught to be courteous, considerate and respectful to others. The school's anti bullying strategy ensures that all pupils know what to do if they are bullied. The school's motto of 'If you can't say anything good about someone don't say anything at all' ensures that pupils think carefully before they speak. As a result of the very good provision, some pupils were able to confess to the school to being a bully and to explain their feelings during an assembly. The way in which they did this and the caring way in which the school responded encouraged all to reflect on their behaviour. The emphasis the school places on care for the environment and the way in which pupils are encouraged to 'act locally while thinking globally' has a significant effect on moral development. This permeates throughout the curriculum. There is a wide range of successful behaviour management strategies and reward systems in place; for example, the 'marbles' system where pupils gain marbles for their class for good behaviour. The assertive discipline approach, which the school has adopted for behaviour management, is consistently applied in most classes. Behaviour targets are set for individuals and successes are shared and celebrated both in class and in assemblies. Most staff handle the very few instances of inappropriate behaviour consistently and well. A structured programme is set up for some pupils with poorly developed social skills and pupils react very well to this. All pupils understand right and wrong and the school has a caring ethos, which permeates all aspects of school life.
36. Provision for pupils' social development is also very good. Relationships within the school are strong. Pupils are given plenty of opportunities to work together co-operatively and collaboratively, sharing ideas and helping each other. This is particularly evident in mathematics and English lessons where pupils have a partner of similar ability to support and challenge each other. Opportunities to develop a sense of responsibility are provided through the school council, that has representatives from all classes in Key Stage 2. Pupils in Year 2 join in the summer term. The headteacher and staff take the opinions of the representatives seriously, displaying the minutes and considering their views and this contributes positively to their personal development and boosts self esteem. Adults set good role models for the pupils and they effectively promote very good relationships throughout the school.
37. Provision for the cultural development of pupils is also very good. Western culture is effectively developed through art, theatre, music and literature. Knowledge of other cultures is enhanced by links with Mozambique, Australia and Berlin. An understanding of the culture of Mozambique is

promoted in a very real context through the school's on-going involvement in the 'Biotown' project, where pupils in Year 6 design a town for displaced people. Visitors from Mozambique give feedback on the work, which also leads to good cultural understanding. Links with agencies such as 'English Heritage', who have used the project as a case study, also give pupils a very good insight into other cultures. Knowledge of multi-cultural Britain is well supported by links with other schools in Bristol, which have a culturally diverse intake. The information and communication technology curriculum provides the pupils with good skills to access the Internet. This enables pupils to converse with pupils and adults across the world and contributes to their understanding of other cultures. For example, pupils have recently exchanged information about school councils with Aboriginal pupils. Other contributions to the cultural development of the pupils are made through a visiting teacher who teaches African dance. This has an impact on the physical development of the pupils but also introduces the pupils to African music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 The provision for the welfare and support of pupils is good. Pupils are confident in the advice of their teachers and parents find it easy to approach them if they have a concern about their children's personal progress or welfare. Behaviour is well managed and the procedures for monitoring and eliminating oppressive behaviour are excellent. Since the previous inspection, the school continues to have a high regard for the welfare and guidance of pupils. This enhances the quality of life in the school and has a positive impact on standards.
39. Procedures for monitoring pupils' academic progress and personal development are very good. Children and their parents are effectively introduced to the school, which ensures that new children settle quickly to the routines of school life. Teachers know their pupils well and this contributes to the progress made. The progress of each and every pupil, particularly those pupils whose progress is giving cause for concern in any way, is given careful consideration when staff meets together twice each year. Parents of those pupils are involved at an early stage.
40. The school sets challenging targets for all pupils, which help to encourage steady progress. Targets are practical and can include improvements in work, attitude and behaviour. Pupils assess their own progress in mathematics, which is reviewed at the end of each term. Pupils in Key Stage 2 are aware of their own progress and find the systems of marking helpful. The data retained by teachers provides good information used in discussing progress with parents.
41. There are good procedures for monitoring and encouraging regular attendance. With the co-operation of parents, almost all absences are accounted for. The Education Welfare Officer comes into school regularly, visiting homes where there may be concerns about attendance or punctuality.
42. Procedures for monitoring and promoting discipline and behaviour are very good. The behaviour policy is linked to the partnership agreement with parents. The staff guidelines encourage good manners and a sense of self-discipline amongst pupils. With only a few exceptions, teachers' high expectations of behaviour and a positive attitude ensure that lessons proceed at a good pace and with a sense of purpose.
43. The excellent procedures for monitoring and eliminating oppressive behaviour start at an early stage. Pupils are expected to be responsible for their actions and they are given the tools to cure misbehaviour themselves. There is early intervention following any sign of deterioration of behaviour because staff know the pupils well. Situations are managed so other pupils are not harmed. Parents are always involved early if there is a concern and the Education Welfare Officer helps with home visits if necessary to suggest action parents can take. Pupils are encouraged to talk about the effect of their actions on each other's feelings and what it is like to be a victim and this is a significant factor in the very good personal development and mature attitudes seen during the inspection.
44. Procedures for child protection and the health and safety of pupils are good. Staff carry out routine inspections of the premises and defects are dealt with swiftly. All staff including new staff are made aware of the child protection procedures. The teacher with responsibility for child protection leaves at

the end of term, but suitable interim arrangements are in place until a permanent appointment has been made. Accidents and injuries are dealt with promptly and parents are informed.

45. From the point of view of the health and safety of pupils, certain elements of the school premises give cause for concern. There is a professional surveyor's report, which states that there is advanced deterioration of the cement structure of the hall used for dining and physical education. The maintenance and cleaning staff also say that for some time, it has been difficult to dry the hall floor after cleaning. This often limits its use for physical education after lunchtime. In addition, the height of the hall ceiling restricts the use of physical education apparatus and this impedes the progress pupils make. The mobile classroom used by Year 6 is in a poor state of repair. There are no toilets adjacent to the mobile classroom and dining hall and, for security, pupils have to be escorted diagonally across the school site to the only toilets available. This wastes time. In the only toilet block there are not enough facilities for both boys and girls and there are no specific toilets for children aged under five, as is recommended in national guidance.
46. There are good procedures for assessing pupils' progress, especially in English and mathematics, as at the time of the previous inspection. These include regular tests in reading, spelling and mathematics, as well as sampling pupils' writing and comparing it to national standards. There are regular opportunities for pupils to be involved in self-assessment and evaluation. For example, in mathematics in Year 5, the teacher discusses test results individually with pupils, leading them to a good awareness of their own learning. Individual profiles containing work that is reviewed by the pupil, their teachers and parents also contribute to this. Non-verbal tests are given in Year 4, so that teachers can identify any pupils whose achievements in mathematics and science are being held back by difficulties in reading and writing. Appropriate adjustments are then made in teaching these pupils. In science and information and communication technology, assessment procedures are currently being improved. In other subjects as yet, there are no formal systems as the school plans to introduce these once the revised National Curriculum is fully established.
47. Assessment procedures for pupils with special educational needs are good. Individual education plans contain precise learning objectives or targets for improving behaviour with set time scales. The assessments that are carried out on this group's progress are evaluative and measurable. New targets for improvements are written into individual education plans, which accurately reflect pupils' progress and are shared with parents. Pupils with special educational needs have additional support from well-trained staff who know the pupils well and this contributes positively to the good progress these pupils make.
48. The school now makes very good use of all assessment information to raise standards and improve pupils' progress. This is a considerable improvement since the last inspection. Baseline assessments are used well to group pupils appropriately. Information from these, from school assessments and from national test results is used to track pupils' progress very carefully as they move through the school. The headteacher, special educational needs co-ordinator and class teachers carefully review this information twice a year for each pupil, to identify any who are not making the expected progress. Appropriate support is then provided through, for example, use of the additional literacy strategy, booster classes or individual programmes of work. This early identification and intervention to support individual difficulties contributes significantly to the good achievements of pupils. What makes this particularly successful is the way that all types of support are carefully evaluated against the progress pupils make, and then adjustments are made to any support strategies that are not found to be effective. Challenging school targets for English and mathematics are clearly based on these individual assessments. Assessment information is also used well to set individual targets for pupils in literacy, numeracy and personal development. These are reviewed with parents and involve pupils well in improving their learning. Information from national tests is analysed very well to identify group and individual weaknesses, such as those in writing and spelling, and this leads to effective adjustments being made to the curriculum and in teaching and learning to raise standards further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. As identified in the previous inspection, the school continues to work well in partnership with parents to the benefit of all pupils. Parents are supportive of the school and are particularly appreciative of the standard of teaching. In addition, they are pleased that the school expects their children to work hard and achieve their best. They see their children making good progress in a school where behaviour is good and where the children are helped to become mature and responsible.
50. The quality of information for parents is good. There are regular newsletters, which are friendly and informative. The school prospectus is helpful to new parents and the governors' annual report, though a little formal, also gives parents the information they need to know. Parents are provided with very good information on their children's progress by well-worded reports and by regular review meetings. Most parents are keen to respond to the school's assessment of their children's progress, to help them to meet targets and assist where they can with reading programmes. However, the home reading programme is not so well supported in Year 6, with the result that there is not a strong book culture in the current year group.
51. There are good links with parents. A strong feature of the school is the way they volunteer their assistance in class and in out of school activities. Some of them bring skills and training such as swimming coaching and their skills make a real contribution to the thriving after school clubs. A strong feature is the Saturday football club, run by parents for pupils of all ages. The impact of the parents' involvement on the work of the school is very good. There is an active parent teacher association that raises valuable funds for the school. The very impressive computer room was largely designed by a parent volunteer and paid for by funds raised by parents.
52. The school has recently invested funds to extend the computer facilities for the use of parents. Twenty-five parents benefit from a computer class run by a community training tutor. This has a number of advantages. It enhances the bond between school, parent and pupil. It makes a worthwhile contribution to parents in helping children's learning and in particular it helps pupils' social development as they see their parents working with and relating to other adults.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The overall leadership and management of the headteacher and key staff are good. The headteacher provides very strong and innovative leadership, carefully and rigorously evaluating every strategy for improvement that he initiates before establishing what is best for the school. He is well supported in this approach by the able deputy headteacher and core subject co-ordinators, several of whom have taken on the role on a temporary basis due to staff changes. This whole school commitment to continual improvement while enabling each pupil to make the most of their individual talents, both academically and non-academically, contributes very positively to the good improvement made since the previous inspection. The way in which the aims of the school are reflected in all its work is excellent.
54. The headteacher, deputy headteacher and core co-ordinators work well together as a team for the benefit of all pupils. All staff share a commitment to raising standards and they have a good understanding of the areas for development in their subjects. For example, the co-ordinator for science has already identified the need to review the curriculum in Year 2. The co-ordinator for special educational needs provides good leadership. Her role is both teaching and consultative and she ensures that the requirements of the Code of Practice are met.
55. There are several reasons why the school is effective. The high quality of the teaching in most classes is fundamental to its success. The headteacher monitors teaching effectively, enabling teachers to give of their best. He has already identified the weaknesses in Year 2 and measures to improve them are in place for next term. He ensures that training is available to keep up to date with new initiatives. The co-ordinators for English, mathematics and science support their colleagues effectively by assisting with planning and working alongside them. This is an improvement since the previous inspection. Another reason for the school's success is the way in which it considers strengths and weaknesses in all initiatives by measuring pupils' progress before deciding what will be successful in this school. For example, pilot projects such as the Additional Literacy Support programme are carefully evaluated by measuring pupils' progress at the start and the end and by

reviewing whether it is an effective use of resources, both financial and staffing. All staff, including support staff and the co-ordinator for special educational needs identified good gains in learning by the pupils taking part and so the programme is continuing. This close evaluation and measurement of success is an integral part of the ethos of the school.

56. Another reason for the school's success is the very thorough way in which it monitors and evaluates its performance and addresses any weaknesses; for example, results of statutory tests are closely monitored. This has improved significantly since the previous inspection, where monitoring was identified as a weakness. Analysis of results identified writing as an area for improvement as many pupils have poor language skills. Consequently, the writing policy was reviewed to link more explicitly with the development of oracy skills and results of national tests in English last year improved significantly. The school also identified that the current year group in Year 6 included a much higher number of pupils with low attainment than in any other year group. This was identified when these pupils were in Year 2 and their progress has been closely monitored as they move through Key Stage 2. A variety of strategies to support these pupils, some of whom have significant learning problems, have been used. As a result, these pupils have made good progress. The school has worked hard to make success in science and mathematics not dependant on literacy. The emphasis on oral presentations in science, for example, contributes to the standards attained. The school sets challenging targets to raise standards in English and mathematics and pupils also have their own individual targets. These targets are shared with parents and are reviewed twice each year. Support for specific individual difficulties is implemented and this contributes to the good achievement because tasks are well matched to the needs of the pupils. The school is also committed to the inclusion of pupils with special educational needs and the very good provision enables these pupils to achieve well.
57. The way in which the governing body fulfils its responsibilities is satisfactory. Most governors are recent appointments this term and under the guidance of the headteacher, they are developing an understanding of their roles. They already have a good understanding of the strengths and weaknesses of the school. They show commitment to the school, although some are unable to visit regularly due to work commitments. Each governor is linked to a class and also has a link to an area of the curriculum to keep them informed. There is an appropriate range of committees who report to the full governing body. The governors have successfully addressed the issues identified in the previous report and consequently there has been good improvement. Standards have improved in writing, handwriting, spelling and information and communication technology, monitoring and evaluation is now a strength of the school and good reports to parents have been developed.
58. The school makes good and imaginative use of funds made available to it. For example, prudent and well-researched use of funding for improvements to the building to provide a toilet for the disabled also enabled the computer suite to be sited in the adjoining area. The use of information and communication technology in all aspects of the school is very good. All documents, including policies and schemes of work, are available for staff on computers and the technology is an integral feature in the management of the school. The school development plan is a good working document that is well constructed to raise standards. Spending decisions focus on raising standards in literacy, numeracy and information and communication technology. Good information is regularly provided about the budget to keep governors informed. The school makes a major commitment from its budget to the provision of support staff. This impacts favourably on the attainment of all pupils, and particularly those with special educational needs. The administrative officer and secretary manage day-to-day accounts and office procedures to a high standard. The principles of best value are applied well in the school's use of its resources. For example, the school employed its own architect when improving the office and when developing the computer suite. It evaluated several options before deciding to employ its own cleaners.
59. There is an appropriate number of suitably qualified teachers to meet the demands of the curriculum. There is a good number of talented classroom assistants who make a positive contribution to the pupils' learning. The school has coped well with the disruption caused by the appointment of a member of the senior management team to a post in another education authority at the end of last term and by the temporary absence, due to maternity leave, of another senior teacher.

60. The accommodation is unsatisfactory. The school has made strenuous efforts to address the weaknesses, but the areas in need of improvement are outside its immediate control. Although some improvements have been carried out recently, there are significant areas of the school that are in need of considerable improvement. For example, the mobile classroom for pupils in Year 6 is in a poor state of repair and has no easy access to toilet facilities. The hall used for dining and for physical education is in a very poor state, with some structural damage to the roof. The floor is damp and is unsuitable for physical education where pupils are required to lie on it. The low ceiling prevents the use of large equipment and inhibits the progress pupils are able to make in physical education. There are no toilet facilities designated for the use of children in the Foundation Stage as is recommended in DfEE guidance and the toilets for use by all pupils are situated away from the classrooms close to an outside door. Although the outside door is locked, school policy sensibly insists that pupils visit the toilets in pairs. This is unsatisfactory because it wastes time. The playground for the younger pupils is well equipped with an attractive adventure playground and the well-maintained grounds include an attractive pond. However, the playground for older pupils has been resurfaced recently and at the time of the inspection the work had not been satisfactorily completed. Resources are satisfactory overall with strengths in the provision for information and communication technology and weaknesses in the provision of wheeled toys for children in the Foundation Stage.
61. A judgement on value for money is based on what the school achieves in relation to its expenditure. The school's income is broadly average. The attainments of children on entry to the school are below average. By the time the pupils leave the school at the age of eleven, their attainment is broadly average and they achieve well. The quality of the education, including the quality of teaching is good. The school promotes very good attitudes and achieves very good standards of behaviour. Provision for personal development, including spiritual, moral, social and cultural development is very good. Taking all these factors into account, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the good work of the school and to raise standards, the headteacher and the governing body should now address the following in their action plan:

- (1) Raise standards for pupils in Year 2 by improving the quality of teaching to meet the high standards of teaching in all other classes and ensure that:
 - group tasks are well matched and challenging for all pupils;
 - expectations are sufficiently high to enable pupils to make good progress;
 - behaviour is managed consistently in accordance with school policy;
 - lessons are planned to provide continuity in provision for pupils where teachers share responsibility for the class. * (paragraphs 5, 7, 17, 21, 55, 74, 77, 83, 87, 92, 94)

- (2) Raise standards in religious education by:
 - improving planning so that pupils steadily develop their knowledge about religions as they move through the school;
 - developing a better balance between learning about and learning from religions;
 - establishing the boundaries and links between religious education and personal and social development. (paragraphs 6, 30, 134, 135, 139)

- (3) Continue the strenuous efforts to improve the accommodation to:
 - provide suitable accommodation for the teaching of physical education;
 - improve the dining facilities;
 - investigate the provision of dedicated toilet facilities for children in the Foundation Stage and the replacement of the mobile classroom. * (paragraphs 29, 30, 45, 60, 72, 132)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

- Improve the provision for children in the Foundation Stage by providing wheeled toys to extend their physical development.* (paragraphs 60 and 68)

* The school has already identified these areas as in need of improvement.

PART C: SCHOOL DATA AND INDICATORS**Summary of the sources of evidence for the inspection**

Number of lessons observed	45
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
7	22	42	25	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	209
Number of full-time pupils eligible for free school meals	21
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	73
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	14

Attendance**Authorised absence**

	%
School data	4.06
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	00	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	16
	Girls	11	11	13
	Total	24	24	29
Percentage of pupils at NC level 2 or above	School	77 (74)	77 (71)	94 (84)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	16	15
	Girls	10	13	13
	Total	23	29	28
Percentage of pupils at NC level 2 or above	School	74 (71)	94 (81)	90 (84)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	00	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	11	12	13
	Total	26	26	28
Percentage of pupils at NC level 4 or above	School	87 (71)	87 (71)	93 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	11	12	13
	Total	26	26	28
Percentage of pupils at NC level 4 or above	School	87 (79)	90 (79)	97 (82)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	179
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	21.8
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	102.5

Financial information

Financial year	99/00
----------------	-------

	£
Total income	433700
Total expenditure	425551
Expenditure per pupil	1998
Balance brought forward from previous year	6159
Balance carried forward to next year	14308

Results of the survey of parents and carers**Questionnaire return rate**

Number of questionnaires sent out	215
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	1	0
My child is making good progress in school.	49	48	2	0	2
Behaviour in the school is good.	63	36	0	1	0
My child gets the right amount of work to do at home.	35	51	13	0	1
The teaching is good.	66	32	2	0	0
I am kept well informed about how my child is getting on.	52	39	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	23	5	4	1
The school expects my child to work hard and achieve his or her best.	66	32	2	0	0
The school works closely with parents.	49	39	8	1	2
The school is well led and managed.	46	45	4	5	0
The school is helping my child become mature and responsible.	57	39	1	1	2
The school provides an interesting range of activities outside lessons.	36	32	15	5	11

Other issues raised by parents

Parents praised the relationship between the teachers and pupils. They were proud that the school had been chosen to represent the city on a recent visit by H.R.H. The Prince of Wales.

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

62. Children are admitted to the reception class on a part-time basis at the beginning of the year in which they have their fifth birthday. They become full time after three weeks. Evidence from the baseline assessments and inspection evidence shows that children's attainments on entry are below average in all the areas of learning. A significant number of children start school with particularly poorly developed oracy skills. Children make good progress throughout the Foundation Stage and firmly develop and consolidate their skills. Most children are on course to attain the early learning goals in personal, social and emotional development, creative development and physical development. However, they are unlikely to meet them in communication, language and literacy, mathematical development and knowledge and understanding of the world because they have not yet developed sufficient skills to enable them to express themselves clearly. This is a similar picture to the findings of the previous inspection.
63. Children are keen to come to school because they know that they will be offered interesting activities and that they are valued. They have good opportunities to develop their social skills and they make good progress. The quality of teaching in personal, social and emotional development is good. All adults take every opportunity to develop these skills, encouraging them to take turns, work together and share resources. Children are on course to attain the early learning goals by the end of the Foundation Stage. They already work independently while their teacher works with another group and develop their initiative by deciding which activity they would like to experience in some group sessions. They develop their independence by taking the register to the office and take turns to be helpers for the day. They are secure in class routines and relate very well to all adults. The consistent expectations of behaviour and the caring attitudes of the teacher, classroom assistants, parent and grandparent helpers make a significant contribution to the sense of security felt by the children.
64. During the inspection, children developed their personal and social skills well in a lesson that also developed their oracy skills. They looked closely at the flame of a candle and talked about their feelings. The teacher took the opportunity to introduce the word 'wick' and to help children describe the colour and shape of the flame. The calm atmosphere in the classroom, lit only by the candle on a dark afternoon, promoted a sense of awe and wonder at the world and also contributed to spiritual development. Children take responsibility for their own belongings when they attempt to undress independently for physical activities. They are very well behaved because they know what is expected of them and that good behaviour is very much part of the ethos of the school.
65. The majority of children are unlikely to meet the early learning goals in communication, language and literacy by the end of the Foundation Stage, although many are likely to be close to attaining them. This is because of their below average skills on starting school, particularly in speaking. All adults take every opportunity to develop these skills and as a result, pupils make good progress. For example, children develop their speaking skills through role-play in 'The Three Bears' House', by explaining tasks to parent helpers and by explaining their work to others at the end of sessions. They dictate their ideas to adults who write them for them. Literacy sessions are used well to develop speaking and listening skills. For example, during the inspection, children joined in with parts of a text about special clothes, learning the vocabulary to describe people such as 'fire fighters', 'policemen' and 'ambulance drivers'. Children have appropriate opportunities to develop their writing skills. Most children make letter type shapes and trace over their teacher's writing. Higher attaining children write their names and know how to use their knowledge of initial sounds to write simple words.
66. The school places good emphasis on the development of reading skills. Most children are well supported by parents sharing the books that they take home regularly. Children enjoy stories and listen with interest to well chosen texts. For example, they asked questions such as 'What is a burrow?' when listening to 'The Silver Christmas Tree' to make sure they understood the story. Most children try to tell a story using pictures to help them. However, few children speak in full

sentences. The quality of teaching is good. In the lesson seen during the inspection, children learned to write simple words with help from the teacher. Blank labels placed on the text motivated them to offer sounds and higher attaining children to try to write words such as 'hat' and 'cap' correctly with support from the teacher. Children learned to identify words beginning with 'c', 'm' and 'h' with good support from the talented classroom assistant.

67. Attainment in mathematics is likely to be just below that expected to meet the early learning goals at the end of the Foundation Stage. Class routines are used effectively to reinforce mathematical concepts. For example, each day children complete the class chart to indicate numbers of children who are in school, how many are staying for lunch and how many are going home. This effectively introduces them to early subtraction skills in an interesting way. Discussion of the day of the week introduces children to the concept of 'the day before' and 'the day after'. They develop their counting skills through singing number rhymes such as 'Five little ducks' and 'One elephant went out to play'. The quality of teaching is good and leads to good gains in learning. In a good lesson seen during the inspection, children made good gains in their understanding of counting forward and back as a result of first hand opportunities to make a number line with attractive number tiles. The teacher took the opportunity to encourage them to notice the repeating pattern in the colours of the tiles and children then reinforced their understanding of pattern by making their own on pegboard. Attractive resources such as individual whiteboards motivate children to draw a given number of faces and to add one more. They learn to identify shapes such as triangles and squares by matching the shapes to pictures, well supported by the classroom assistant who takes every opportunity to develop language skills. Mathematical activities are used well to support other areas of the curriculum. For example, the group learning to identify triangles reinforced this by printing with triangular sponges to make a tree as a Christmas card. Classroom displays are used very effectively to support mathematical development. For example, children are introduced to mathematical language such as 'along', 'under' and 'around' on the attractive display showing Goldilocks' route to the Three Bears' House.
68. The children's physical development is on course to meet the standards expected at five years old and they make good progress. They gain confidence in using space through opportunities for physical education in the dining hall. The quality of teaching in the lesson seen during the inspection was good. The teacher established good routines to ensure safety in the cramped and dilapidated hall. Good questioning skills ensured that the children learned the importance of bent knees when jumping. Children also develop their physical skills through regular opportunities to use the outdoor adventure playground close to their classroom. The school has already identified the need to provide wheeled toys to further develop their skills. Children develop their manipulative skills through opportunities to handle small toys and scissors. For example, they build towers with bricks and use plasticine to make letter shapes.
69. The children's creative development is on course to meet the early learning goals by the end of the Foundation Stage. Children learn to use paint appropriately to make self-portraits, showing developing hand control. They mix primary colours to produce attractive patterns and develop their three-dimensional skills when they make clay bears and plasticine faces. They develop their skills in using a range of materials when they make collages to show Goldilocks' journey to the Three Bears' House. Drawings of bears, using pastels, show the development of close observational skills. Most children know some simple songs by heart and join in with enthusiasm. It was not possible to see any teaching in this area of learning during the inspection.
70. Children's knowledge and understanding of the world is below that expected in order to meet the early learning goals at the end of the reception year. This is because children have not yet developed sufficient oracy skills in order to express themselves clearly. They use the computer to make drawings, showing developing 'mouse' control. They learn how to join materials through experimenting with split pins to make bears with moving limbs. They develop an understanding of the world around them by making maps of Goldilocks' route to the Three Bears' House. Some children talk about their families and where they live, although many use one-word answers. They use construction toys and small world toys appropriately to develop their own ideas as well as their manipulative skills. It was not possible to see any teaching in this area of learning during the inspection.

71. The quality of teaching is good overall and leads to good learning. Children achieve as they should. Two thirds of the lessons seen were good and the rest were satisfactory. The current teacher has been employed on a temporary basis to cover the maternity leave of the class teacher and has maintained the strengths identified in the previous inspection. Strengths in the quality of teaching include a good understanding of how young children learn, well planned activities, a gentle, encouraging style which values the contributions of all and well managed children. Classroom assistants and parent helpers are very much part of the team and are used effectively to ensure that children receive a lot of individual attention. This contributes positively to the progress made. A successful feature is the clear plans given to support staff to ensure that they know what the children are going to learn. The school makes best use of the accommodation to provide for the needs of young children; for example, the extra room used for practical activities and role-play. However, the toilet facilities do not meet the recommended guidance for children of this age because there are no toilets that are dedicated for use by these children.

ENGLISH

72. Results from the 2000 national tests, based on average points, show that standards in reading and writing at the end of Key Stage 1 were below the national average and below those of similar schools. The proportion of pupils reaching the higher level 3 was also below that of schools nationally, below that of similar schools in writing, and well below in reading. The results showed some improvement overall in writing from the previous year. Results in English at the end of Key Stage 2, based on average points, were in line with the national average and those of similar schools. The proportion of pupils reaching the expected standards was above the national average, well above that of similar schools, and has improved significantly, especially in the last two years. The proportion of pupils reaching the higher level 5 was below the national average and that of similar schools. Overall, standards in the subject have improved since the last inspection, especially in Key Stage 2, broadly keeping pace with national trends. Differences in the performances of boys and girls are not significantly different to the national picture.
73. Inspection evidence from lesson observations and the work of current Year 2 and Year 6 pupils show that standards overall in English are below the expected levels at the end of both key stages. Standards in Year 6 are lower than last year. This is because there is an unusually large number of pupils with learning difficulties in this particular year group and not an indication of a drop in standards overall. This is evident from the careful monitoring of pupils that is carried out as they move through the school. Nevertheless the school is likely to exceed the challenging targets set for this year group.
74. Standards in communication, language and literacy are below the expected levels when children start school and by the end of the Foundation Stage. They remain below average at the end of Key Stage 1. Although pupils achieve well in Year 1, as a result of very good, and at times outstanding teaching, their rate of progress slows in Year 2, because the work they are given is often not challenging enough. In Key Stage 2, good teaching results in pupils of all abilities making good progress and achieving well in relation to their prior attainment. For example, the standards of the present Year 6 class were well below average at the end of Key Stage 1 and have now risen to below the expected levels for their age. In the other year groups, standards are close to those expected. This is a marked improvement since the time of the last inspection, when pupils' progress was described as sound across both key stages. Considerable improvements in the quality of teaching, the consistent way in which the National Literacy Strategy has been well implemented, together with the very good behaviour and positive attitudes pupils have towards their work, have contributed to this. Pupils with special educational needs also make good progress. The school carefully reviews the progress of each pupil, twice a year. Consequently, those in need of additional support are identified at an early stage and the special needs co-ordinator, class teachers and classroom assistants work closely together to help these pupils to do well, through very effective support in class and, where appropriate, through individual or group teaching. An example of this is the good progress made by a number of pupils as a result of the effective use of booster classes, the Additional Literacy Strategy and a focused reading programme in Year 3. It is

reflected in the high percentage of lower attaining pupils who reach the expected standards in English by the end of Key Stage 2.

75. Standards in speaking and listening are below the expected levels at the end of both key stages. Many pupils enter the school with poorly developed oracy skills. By the age of seven, the majority of pupils listen attentively to their teacher and respond appropriately, although often very briefly, and they add little detail unless prompted by an adult. When they speak in front of others, it is often difficult to hear what they say and this limits their response to each other's ideas. In a Year 1 literacy lesson, the teacher used effective strategies to help pupils improve their skills, by asking them to report back to the class what their neighbour said 'Fred' had seen. In some lessons, teachers miss opportunities to help pupils learn to speak audibly in front of others, as in a Year 2 lesson when pupils were recording the nativity story on to tape. By the end of Key Stage 2, pupils listen very attentively to their teacher and to each other. They make thoughtful contributions to discussions and begin to build on each other's views, as in group discussions about the purpose of prayer in a Year 6 religious education lesson. However, most pupils use only a limited vocabulary and many have difficulty in expressing their ideas clearly and fluently. Many good examples were seen in lessons of teachers using skilful, probing, questioning to help pupils improve their skills in this. The very evident value that they place on what each pupil has to say gives pupils the confidence and motivation to persevere. Teachers also successfully extend pupils' vocabulary in all subjects through their consistent emphasis on pupils' understanding and using technical terms correctly. The confidence with which Year 4 pupils were using grammatical terms correctly was a good example of this. This year the school has appropriately identified the development of pupils' oracy skills as a priority. In some lessons seen, teachers made frequent use of short paired discussions, following a question to the class, giving pupils the opportunity to order and express their thoughts with their peers, before replying in front of the group. In a Year 6 lesson about the features of biographies, for example, this had a clear impact on the clarity of pupils' responses. Many teachers also make good use of opportunities across the curriculum for collaborative group work to help pupils develop their speaking and listening skills with each other. While some teachers also make very good use of role-play and drama for this, the opportunities are not planned so systematically across the school.
76. Standards in reading are below the expected levels at the end of both key stages. Pupils make satisfactory progress overall in Key Stage 1, although they achieve well in Year 1. Year 2 pupils use their knowledge of phonics to tackle unfamiliar words, with a few more able pupils building words such as 'propelled' by syllables and beginning to use some expression. Many, however, lack fluency and find difficulty in talking about what they have read or telling a story from pictures, without considerable prompting. In Year 1, where there has been a new initiative and emphasis in teaching phonics, pupils apply their skill more confidently and are close to the levels expected for their age. Pupils' progress accelerates during Key Stage 2. The majority of pupils enjoys reading an appropriate range of books and show a sound understanding of what they read. In the current Year 6 class, however, while pupils are achieving well in relation to their previous attainment, some still do not read fluently and are limited in their discussion of plots and characters and in comparing books they have read. One reason for this is that some pupils are not well supported at home in the development of reading skills. In the other year groups in Key Stage 2, reading standards are approaching those expected for their age. There are several factors that contribute to pupils' good achievements. Teachers successfully foster interest and enjoyment of books. They make generally good use of guided reading sessions within the literacy hour to help pupils improve their skills. The frequent, purposeful use of information and communication technology across all subjects promotes the development of pupils' retrieval and research skills very well.
77. Writing standards are below the nationally expected levels at the end of both key stages. However, while pupils in Key Stage 1 achieve appropriately overall in relation to their skills on entry to school, pupils of all abilities make more rapid progress overall in Year 1 as a result of very good teaching. At present, this good start is not built on effectively in Year 2 because teachers do not have such high expectations of pupils and at times they set work that does not fully challenge and extend them. There is little evidence, for example, of any pupils working beyond the expected levels. Previous work shows that average and higher attaining pupils are often given the same tasks. They begin to write in an appropriate range of forms, such as letters, poems and book reviews as well as

stories. Some write in simple sentences, sometimes using capital letters and full stops correctly, but add little detail and use a limited vocabulary. Their handwriting is quite well formed due partly to the careful attention given to ensuring they use a correct pencil grip. Progress accelerates in Key Stage 2. The current Year 6 pupils achieve well in relation to the standards they achieved by the age of seven, as do pupils in the other year groups where standards are close to the expected standards for their ages. A scrutiny of work in Year 3 over this term, for example, shows pupils of all abilities responding well to a good variety of well designed, demanding tasks This is largely due to the good quality teaching in this key stage.

78. In Year 6, a significant number of pupils have difficulty with spelling and punctuation and in expressing their ideas in writing other than in simple sentences, although they present their work neatly. A few higher attaining pupils still make some basic errors in spelling and punctuation in first draft work, but adapt their style appropriately for different purposes and audiences, using more adventurous vocabulary. One for example, described Oliver Twist, in a modern version of the story, as 'ravenous' and 'licking the bowl until it was crystal clear.' In a very well taught lesson in Year 6 the teacher used a model text very effectively to teach pupils about biography writing. She questioned pupils very skilfully to help them identify the key points and to order and extend their ideas – 'Elaborate on that - - I want it clearer'. This, together with her own interest in the text and the choices given to pupils within the task, motivated them very well and enabled almost all to apply successfully what they had learned in writing an introductory paragraph of their own. During the lesson, the classroom assistant, who was briefed very well by the teacher, provided very effective help for pupils with special educational needs, by using good questioning to help them organise and verbalise their ideas before writing them. As a result, for example, they were able to contribute well in the plenary session. The school has focused on improving pupils' writing over the last year using strategies such as weekly writing workshops in every class and the use of white boards for drafting ideas. The staff have also sampled and moderated writing across the school to increase their own awareness of how pupils' skills are developing. Pupils use their writing skills to support other areas of the curriculum, for example, recording scientific experiments and compiling email messages.
79. The quality of teaching is good overall. In the lessons seen it was good or better in 70 per cent of lessons. Of these it was very good in 20 per cent and excellent in a further 20 per cent. No unsatisfactory teaching was seen during the inspection. There has been a significant improvement since the last report in the amount of teaching that is good or better and is a key factor in the good progress pupils now make in their learning in Key Stage 2 and Year 1. This was illustrated in an outstanding lesson for pupils in Year 4, based on the playscript of 'The Golden Goose.' The teacher not only shared the clear lesson objectives with pupils at the beginning of the lesson, but referred to them throughout, so that at each stage pupils knew exactly what they should be learning. In the introductory session, she used her very good knowledge of the pupils to target challenging questions that kept them on their toes. Her own enthusiasm coupled with very effective strategies such as, 'phone a friend,' kept pupils of all abilities engrossed and very keen to learn. The well-matched group tasks linked earlier text and word level work together very well, and this, together with the high expectations of them made clear by the teacher, resulted in pupils working very hard throughout the lesson. Many of these features were also apparent in another outstanding lesson for Year 1 pupils, where they were making a story-book for pupils in the reception class, based on 'Fred told me'. This provided a very good sense of purpose. The teacher used excellent resources, such as a pink wig and a toy pig, completely capturing the pupils' interest, while promoting their oracy skills very well indeed. Every moment of the lesson was used to extend their learning. When she stopped the pupils from time to time to make teaching points, she used an exciting whispering style that entranced them and they hung on her every word. This led to excellent learning as they were determined to meet her very high expectations.
80. Good examples of teachers using skilful questioning to extend pupils' learning were seen in many lessons. Nearly all teachers manage pupils in a very effective and consistent way, which helps to build their confidence, sustain their concentration and contributes to their very positive attitudes. This is based on very good relationships and mutual respect between all adults and pupils, who know that their ideas and efforts will be valued. Teachers mark work regularly and, especially in Key Stage 2, there are frequent examples of teachers making useful comments so that pupils

know exactly how to improve their writing. Teachers set individual targets for pupils and this, together with regular opportunities to evaluate and review their own and each other's work, provides them with a good insight of their own learning. Many teachers ensure that there is a good variety of teaching and learning styles across the activities they plan so that all pupils have opportunities to learn in ways that are most effective for them. Teachers brief classroom assistants very well, and this contributes to the very effective support they give to pupils with special educational needs and lower attaining pupils. All of these factors contribute well to pupils' good achievements in English. What makes the difference between good and very good lessons and those that are less effective, although satisfactory, is often the quality, focus and degree of challenge of the planned activities and how well these are matched to the needs of pupils. In some lessons, teachers do not make purposeful use of the plenary session to reinforce and extend pupils' learning.

81. Teachers have worked hard and successfully to implement the National Literacy Strategy consistently, so that overall, pupils build effectively on previous learning. The co-ordinator, who is on maternity leave at present, made a good contribution to this over the last two years, through the in-service training of colleagues and by monitoring the teaching of the literacy hour, together with the headteacher and external advisors. There is a good range of assessment procedures that are used very effectively to track pupils' progress across the school, in setting school targets, and to identify pupils in need of additional support, as well as to identify and address areas of weakness in the curriculum. The school for example, is now focusing appropriately on ways of improving pupils' oracy skills, having recognised the impact of these on pupils' writing. The curriculum is enriched through the visits of, for example, theatre groups and puppeteers, which contribute well to pupils' spiritual, moral, social and cultural development, as well as to their very positive attitudes to the subject.

MATHEMATICS

82. National Curriculum test results by the end of Key Stage 1 for the year 2000 show the overall performance of pupils to be below the national average. Results for similar schools are also below average. However, there has been a slight improvement in attainment since 1996. The results of Key Stage 2 tests in 2000 show that attainment is above the national average both in comparison with all schools and with similar schools. The improvements since 1996 are in line with those nationally. The previous inspection identified standards that were in line with national expectations.
83. Inspection evidence shows that standards are below national expectations by the end of Key Stage 1. There are several reasons for this. When pupils enter Year 1 they have not yet attained the early learning goals in mathematical development because so many lack the oracy skills to express themselves and their understanding of mathematical language is underdeveloped. Good teaching in Year 1 enables the pupils to make good progress and achieve well and by the end of this year they are on target to attain standards that are in line with national expectations. However, in Year 2, weaknesses in the quality of teaching, where expectations are not high enough to enable pupils to make good progress and group tasks lack challenge, contribute to standards that are not as high as they could be by the end of the key stage.
84. Inspection evidence shows that by the end of Key Stage 2 standards are in line with national expectations and pupils are achieving well. One of the reasons why standards are not as high as last year is because the current Year 6 is not typical, having an unusually high percentage of pupils with special educational needs. The high quality of the teaching and good special educational needs support are enabling the Year 6 pupils to make very good progress from their well below average attainment when they were seven years old. Pupils in all other year groups are attaining levels that are in line with those expected for their age. Within each class there are a small number of higher attaining pupils who are working above the levels expected for their age.
85. There is no difference in standards between the different areas of mathematics at either key stage and examination of pupils' work shows that they cover the full range of the curriculum. By the end of Key Stage 1, for example, pupils count in tens, doubling numbers and adding one more. They collect data about items to do with Christmas and tally their numbers before recording in tabular form. They recognise and name shapes such as 'square' and 'triangle' and measure using non-

standard items. By Year 3, higher attaining pupils are challenged to identify plain shapes given only one property during a well-organised plenary session. They identify possible shapes and then by careful questioning eliminate shapes until they have the correct one remaining. They know that subtraction is the inverse of addition and have an understanding of the five and ten times table. In Year 4, the effective use of mathematics partners enables pupils to challenge and support each other to enhance their learning, when exploring the ratio between different numbers. They show an understanding of place value and use this to approximate numbers beyond 100. They have an understanding of symmetry and represent their data in bar charts. In Year 5, pupils round numbers up and down to the nearest 100 and higher attaining pupils are provided with extension work which enables them to collaborate with others in their group and extend their learning. They find the perimeters of simple shapes and use standard measures. By Year 6, pupils develop a formula to find square numbers, test it, with a challenge set for the next lesson to use their formula with another group of pupils. They have a good understanding of the properties of three-dimensional shapes.

86. The National Numeracy Strategy is well established and is impacting on the quality of provision for the subject by providing structure and rigour in planning and ensuring more direct teaching. It is also contributing to teachers' confidence and to their secure knowledge and understanding of what they are teaching. Lessons start with brisk mental work and most teachers match their questions well to the needs of individual pupils. For example, in Year 4, challenging questions enable pupils of all abilities to make progress. Pupils are not afraid to make mistakes and consequently, try hard to answer. They know that if they are struggling their teacher will suggest that they 'phone a friend' which raises their self esteem and motivates them to try.
87. In Key Stage 1 the quality of teaching ranges from very good in Year 1 to unsatisfactory in Year 2. The quality of learning mirrors the quality of teaching. Features of the very good lesson include very high expectations of what pupils can achieve and challenging questions that provoke thinking. Constant reminders of what pupils are going to learn motivates them and gives them a good understanding of their own learning. As a result, pupils confidently demonstrate differing strategies for doubling and adding numbers. Timely intervention ensures that individual difficulties are identified and further support is immediately given. Where teaching is unsatisfactory, the teacher's overuse of praise means that some pupils are insufficiently challenged and therefore progress is inhibited. Questions are not targeted to meet the needs of pupils with differing ability and group activities are generally the same for all pupils. As a result, pupils make little gains in their learning and do not achieve as well as they should in Year 2.
88. In Key Stage 2 the quality of teaching is very good overall. It is never less than good and one lesson was excellent. This excellent lesson for pupils in Year 6 was characterised by very high expectations and very good relationships that encouraged pupils to give of their best. Positive reinforcement and very good questioning enabled pupils to predict square numbers and every moment was used to extend learning. Features of very good teaching include clear explanations that ensure that all pupils understand what is being taught and therefore they listen and concentrate carefully. In good lessons, the teacher adapts questions skilfully to enable pupils of varying abilities to extend their learning. This enables the pupils to be fully involved in whole class sections of the lessons. The lessons in these classes proceed at a brisk pace with appropriate changes of activities that maintain pupils' interest. Pupils are aware of how much time they have to complete a task and strive to complete it in time. The main tasks in each lesson are carefully adapted to challenge the different groups of pupils appropriately. The additional adults give valuable support to lower attaining pupils. These pupils maintain good levels of concentration because they understand their tasks and the use of partners enables them to make good progress during the sessions. Homework is used appropriately to extend learning.
89. Pupils use their numeracy skills appropriately across the curriculum. For example, to measure bridges in design and technology, to record their scientific investigations in graphical form and to measure materials for art activities. Effective use is made of displays around the school to support mathematical development. At the time of the inspection, an attractive display of the twelve days of Christmas reinforced mathematical skills.

90. The subject is well managed by an experienced and highly competent co-ordinator who has ensured that the staff understand and feel confident in the delivery of lessons and the National Numeracy Strategy programmes. The co-ordinator has monitored teaching in all the classes and this contributes to the high standard of teaching in Key Stage 2 and in Year 1. There has been significant improvement in the use of assessment since the previous inspection. Systems are now good and all pupils are assessed regularly and the information is used effectively to raise standards further. Challenging targets are set both for individuals and for year groups. The co-ordinator monitors weekly plans and regularly examines samples of pupils' work to assess progress.

SCIENCE

91. In the 2000 National Curriculum tests for eleven-year-olds, results were average both in comparison with all schools and with similar schools. Teacher assessments for seven-year-olds show a similar picture, with average standards. Inspection evidence shows that they are in line with national expectations by the end of Key Stage 2, and that standards have been broadly maintained since the previous inspection. Pupils in Key Stage 2 are achieving well, and the school has ensured that the current Year 6 class, who achieved well below average standards at the end of Key Stage 1, have received sufficient support to enable them to reach the expected standard.

92. At Key Stage 1, standards are more variable. By the end of the Foundation Stage, most pupils have not yet attained the early learning goals in knowledge and understanding of the world. However, pupils in Year 1 make good gains in their learning in response to the very good teaching they receive and most are working at the expected level for their age. Their achievement is good. By the end of Key Stage 1 standards are below expectations. This is because the way in which the subject is currently being taught in Year 2. Here, some pupils take part in science activities at the same time as others learn other subjects. Pupils of all abilities are offered the same tasks in rotation and as a result there is a lack of challenge, particularly for higher attaining pupils and pupils do not achieve as well as they should.

93. Only two lessons were seen in Key Stage 1 during the inspection and so it is not possible to make an overall judgement on the quality of teaching. However, in the lesson seen for pupils in Year 1, the quality of teaching was very good and this is why pupils do so well in this year group. Challenging questions and interesting resources motivate the pupils to identify objects that are powered by batteries or mains electricity. Well-chosen resources, such as a radio, enable pupils to understand that some items can be powered by either. The teacher encourages pupils to behave like scientists, stressing the importance of prediction and learning by 'trial and error'. Exciting opportunities to make circuits enthralled the pupils who were fascinated by the way in which they lit the bulb and took turns in pairs to do so. Very high expectations ensured that pupils recorded their work correctly. For example, they were expected to include the connection points of the light bulbs in their drawings. These pupils also have a good understanding of how materials change when heated, use their senses to identify different tastes and sort materials according to their properties. They have a basic understanding of conditions for growth and conduct investigations when growing cress.

94. In Year 2, the quality of teaching was satisfactory in the lesson seen. The group of pupils working on science activities showed positive attitudes and understood that sounds are heard when they enter the ear. They describe what it sounds like when they muffle their ears. They record pictorially what happens as sound leaves the CD player before reaching the ear. A recording of conversation that became gradually quieter gave pupils an understanding of what it is like to have hearing loss and interested them. The teacher used a picture of the workings of the ear effectively to explain why some pupils had cupped their hand round their ear as the sound became quieter. However, examination of pupils' work shows that all experience the same activity with the same expectations and this provides insufficient challenge to enable pupils to make good progress. A lack of challenge for some pupils was identified in the previous inspection. Pupils in Year 2 have an understanding of recycling, investigate whether sounds are the same when they are near or far away and show an understanding of the similarities and differences between people.

95. In Key Stage 2, the quality of teaching is good overall and pupils make good gains in their learning. Their achievement is good. They develop their skills and understanding steadily as they move through the key stage. Objectives are often shared with pupils at the beginning of lessons, so that they know exactly what they are hoping to achieve. A good range of activities maintains pupils' interest. In Year 3, for example, pupils show positive attitudes and good behaviour when they conduct an investigation to test paper bridges to take a weight. Good questioning skills enable pupils to identify the elements of a 'fair test' and pupils record their investigations systematically, using the investigation planning sheets that are used through the key stage. Pupils in Year 3 test and predict for conductors of electricity and show an understanding of the properties of materials. By Year 4, pupils keep a diary of food eaten over a weekend and know which foods are healthy. They understand primary and secondary sources of light and know how shadows are created. By Year 5, pupils use information and communication technology effectively to research how long it takes for the moon to orbit the earth and to learn about the phases of the moon. In the good lesson seen during the inspection, pupils were determined to answer the questions posed and willingly supported each other in accessing the Internet. The challenging task, which was well matched to the interests and abilities of the pupils, motivated them to behave very well.
96. Very good behaviour is a feature of most science lessons because tasks are challenging and are well matched to the interests of the pupils. Pupils in Year 5 have a good understanding of gravity and the properties of light. In Year 6, pupils show a good understanding of micro-organisms, identifying which are harmful or beneficial. The good quality of the teaching encourages all to make good gains in their learning. Pupils are expected to behave scientifically and as a result, confidently predict, record data in various ways and evaluate their results. Effective use of the digital camera to record the progression in decomposition of items such as mushrooms and bread fascinated the pupils and provided a clear record for close examination. By the end of the key stage, pupils have an understanding of a wide range of scientific concepts and steadily develop their skills.
97. Investigative activities were identified as a positive feature in the previous inspection and the school has maintained its emphasis on these activities. This has a positive impact on the standards attained by the end of Key Stage 2. For example, in Year 3, pupils investigate the best hat for keeping dry. In Year 4, they predict and investigate which type of glove will keep hands warmest. By Year 5, pupils competently conduct experiments into the hardness of rocks and by Year 6 they discover the effect of gravity on a range of items. The school deliberately encourages pupils to give presentations based on their investigations to support the development of oracy skills. The emphasis that the school places on these activities contributes positively to the standards attained.
98. The co-ordinator provides good leadership. She supports her colleagues by working alongside them, sharing her expertise. She is currently supporting teachers in Key Stage 2, where some are new to the school or their age group. Support for Year 2 has already been identified for next term. The scheme of work and record keeping system are currently under review in line with recent national initiatives and there is a curriculum overview that clearly shows how pupils will develop their skills in each attainment target as they move through the school. Appropriate assessment procedures are well established with suitable targets set for pupils in Year 6. Results of statutory tests are closely analysed and areas of weakness are promptly addressed. Effective monitoring contributes to the consistent quality of teaching in Key Stage 2, which is an important feature leading to steady improvement in the percentage of pupils reaching the expected level by the end of the key stage.

ART AND DESIGN

99. Only one lesson was seen during the inspection week. However, evidence from this, discussions with staff, scrutiny of planning, displays and work in portfolios indicates that the majority of pupils reach the expected standards for their age by the end of both key stages and are achieving appropriately. Pupils, including those with special educational needs, make sound progress as they move through the school, as they did at the time of the last report.

100. In Year 1, pupils use the theme of harvest festivals to learn to print with fruit and vegetables. They make high-quality pen drawings of cross sections of kiwi fruits, pomegranates and pineapples that show good development of their observational skills. The same attention to detail is not evident in the work currently on display in Year 2, such as the three-dimensional Christmas trees and poor quality wax-wash calendars. However, the drawings of Russian dolls on which pupils are currently working, show appropriate levels of skills in colour matching, line and form. Pupils in Years 3 and 4 show the expected progress in their use of colour, shade and tone in the pastel drawings of famous Victorians and fruits. Year 4 pupils also made very good progress in learning about the techniques of using watercolours, under the guidance of visiting artist, as shown in the high-quality paintings of poppies. Pupils in Year 5 continue to develop their skills with pastels, producing very good drawings of rocks and minerals as well as pictures of Earth based on photographs from the NASA website. This is a good example of the way that art is often used well to support pupils' learning in other subjects such as English, geography and information and communication technology. By the age of 11, pupils show a good sense of perspective in their drawings of three-dimensional geometrical shapes and appropriate attention to detail in the line drawings of themselves. Colourful, well-designed collages of the 12 days of Christmas and aspects of school life, using a variety of papers and materials, to which each class has contributed, show progression in skills throughout the school.
101. Not enough teaching was seen to make overall judgement on its quality. The lesson seen for Year 6 pupils was well taught. The teacher put her own evident expertise to very good effect in demonstrating different techniques of shading, such as cross hatching, as the pupils worked. This helped them to add greater depth to their three dimensional pencil drawings of artefacts. Her insistence upon close attention to detail and careful observation of, for example, how the light fell on their objects, also helped pupils to improve their work and develop their skills well. The teacher's high expectations of pupils were reflected in the concentration and interest with which pupils worked. Good use was made of opportunities to enlarge pupils' vocabulary, with terms such as 'definition of line'. In an effective plenary session, the teacher reviewed clear objectives of the lesson with pupils and helped them to evaluate their own and each other's work against these, challenging them to give reasons for why they thought some were more successful than others. Pupils responded well with comments such as 'It looks as if it's coming off the page.'
102. The co-ordinator manages the subject well. She has worked hard to ensure that the good scheme of work meets the requirements of the revised curriculum and helps pupils to develop their skills systematically. She monitors standards through looking at displays and teachers' planning. Attractive displays of work around the school show pupils how much their work and efforts are valued. Good use is made of visitors to enrich the curriculum, such as an architect and archaeologist who have worked with Year 6 pupils on the art and design aspects of their Biotown project. Such opportunities contribute significantly to pupils' spiritual, moral, social and cultural development and to their very positive attitudes to the subject.

DESIGN AND TECHNOLOGY

103. The satisfactory standards noted in the last inspection report have been improved upon in Key Stage 2 but not maintained by the end of Key Stage 1. The standards of the finished products in Year 1 are better than those that can be expected for pupils of this age. However, by the end of Key Stage 1 the quality of the finished articles is below national expectations. This is because expectations of what pupils can achieve are not high enough in Year 2 and finished work is of poor quality. By the end of Key Stage 2, on the other hand, standards are above national expectations and pupils are achieving well. This judgement is based on lesson observations, analysis of pupils' work, photographic evidence of past activities and work in progress currently, together with discussions with the subject co-ordinator, other members of staff and pupils.
104. The reason why standards are high at the end of Key Stage 2 is because teachers have very high expectations of what pupils can achieve. Skills are well taught and pupils are constantly encouraged to evaluate and improve their work. Pupils learn well because skills are taught in a careful sequence. Lessons are well planned and tasks focus on creating products of good quality that are designed for a specific purpose. For example, Year 1 pupils make Christmas cards with

moveable parts that they can send to their friends and relatives. After studying the Victorians, pupils in Year 3 design and make bridges; some using hinges so that the bridges lift to enable ships to pass through. In Year 5, pupils design and make battery operated wheeled vehicles taking account of requirements such as size and shape. In Year 4, the pupils design decorations for Christmas biscuits. They demonstrate awareness of the need for strict hygiene regulations when dealing with food. Pupils in Year 6 link their work in design and technology with their work on designing a township for Mozambique as part of the Biotown' project. All pupils are keen to participate in lessons because tasks are designed to capture their interest and enthusiasm. They share ideas and help each other to improve. This was particularly evident where pupils work in mixed ability groups where the contributions of all are valued. Higher attaining pupils support the less able so that all can achieve the aims of the lessons. All pupils take care when using equipment because safety procedures are well taught. Generally the pupils persevere when tasks are challenging. Occasional lapses occur when groups are too large but skilful intervention by teachers means that learning is not hindered.

105. The quality of teaching in the one lesson seen in Year 3 was good. Here, the teacher asked thought-provoking questions that encouraged pupils to think carefully and pupils were continually challenged to improve their ideas. Frequent opportunities enabled pupils to plan, design and modify their work. Scrutiny of planning shows that teachers are well prepared and lessons are geared to meet the needs of all levels of ability. Classroom displays show that teachers in most classes have very high expectations and opportunities are rarely missed for pupils to solve problems for themselves. This has a significant impact on the quality of the finished products.
106. The subject co-ordinator is well informed and is keen to develop the subject. The scheme of work is undergoing changes in the light of the new curriculum and to further develop cross-curricular links. Good opportunities are provided for parents to become involved in their children's learning. One notable example was the designing of Christmas biscuits which was well supported by a parent helper. The subject contributes very effectively to the development of pupils' literacy skills through the frequent opportunities that are provided for pupils to plan, design and evaluate their work through discussion and written tasks. Good use of numeracy skills was evident when pupils had to estimate and measure distance and length; for example when designing and making bridges in Year 3.

GEOGRAPHY

107. It was not possible to observe any teaching of geography during the inspection. Judgements are based on scrutiny of work and planning, discussions with the co-ordinator and the headteacher and on discussions with pupils. Attainment at the end of Key Stage 1 is in line with expectations for pupils of this age and pupils are achieving appropriately, a very similar picture to that found at the last inspection. Throughout the key stage, pupils make at least sound progress in their knowledge and understanding of the subject and in the development of geographical skills. Discussions with pupils provide evidence that all have a sound knowledge of the subject. Wall displays are of good quality encouraging the pupils' levels of motivation and enhancing discussions.
108. The pupils gain an increasing knowledge of their environment in Year 1 and make sound assessments regarding the attractive and unattractive features of it. In Year 2 the pupils extend their geographical skills and by the end of the key stage pupils are familiar with the physical and human features in their own environment. They understand the use of symbols to represent things on a plan or map.
109. By the end of Key Stage 2, pupils' attainment is in line with expectations for their age and progress is satisfactory, as it was at the time of the last inspection. Pupils are achieving as they should. Pupils develop a sound knowledge of aspects of physical and human geography and their skills of analysis are further developed. Throughout the key stage pupils further their understanding of the position of the United Kingdom in the world by the school's extensive links with countries, cities, towns and schools around the world. These links enable them to appreciate the effect of climate on the land. This is particularly evident with the link the school has with Mozambique. Each year the school receives visitors from Mozambique to evaluate the work that the school does on its

'Biotown' project. This enables the pupils to discuss face-to-face issues which they need to explore. Information and communication technology is used to very good effect to support geography, particularly through email links around the world. The use of digital photographs is a very useful vehicle for the exchange of information. The benefits of these links were seen during the inspection when, through the school's council, the pupils in Key Stage 2 were discussing changes to the playground environment and why a sandpit, which was available in Mozambique, would be unsuitable in Bristol. The pupils continued their discussions about the impact of weather on their play situations as they left the hall for break time. Pupils show a healthy concern and understanding of environmental issues and this contributes positively to their personal development. Overall pupils, including those with special educational needs, make appropriate gains in learning in both key stages.

110. Planning is at an early stage of development as the school is taking account of its worldwide links in the light of the new curriculum. The temporary co-ordinator and the headteacher are currently having discussions with members of staff to plan topics that will enable pupils to use a variety of learning styles. The role of the co-ordinator is being developed to include the monitoring of teaching and support for teachers in the classroom.

HISTORY

111. It was not possible to observe any teaching of history during the inspection. Judgements, therefore, are based on the scrutiny of work, displays and planning and discussions with pupils, teachers, the headteacher and the co-ordinator. The attainment of pupils at the end of both key stages is in line with expectations for their ages and pupils, including those with special educational needs, are achieving as they should. Standards have been maintained since the last inspection.
112. By the end of Key Stage 1, pupils have a sound understanding of chronology. They have a clear appreciation of changes over time and sequencing. Their knowledge of important people in history is also sound and the school's centenary display refers to the wide variety of people studied by the various year groups in the school. During the centenary celebrations, many past pupils, including the city's Deputy Lord Mayor, visited the school to share their experiences of their time at the school. This made a positive contribution to pupils' understanding of how the school has changed over time.
113. In Key Stage 2 an appreciation of national and world history is developed. Pupils in Year 3, for example, examine life in Victorian Bristol and compare it with the present day. The topic involves cross-curricular links particularly using design and technology when looking at bridge design. Throughout the key stage, pupils gain experience of abstracting information from a range of sources including reproductions of old newspapers and photographs. Use of information and communication technology enhances the pupils' appreciation of bias in sources. Throughout the school, pupils gain a clear understanding of how other nations have played a part in British History, for example, through an investigation of the Roman Conquest. Local people are used as an effective resource to share their experiences.
114. No history lessons were observed during the inspection and so no overall judgement on the quality of teaching can be made. However, the action plan for history shows that teachers will examine a range of learning styles that will enable them to plan activities to suit the needs of all pupils including those with special educational needs. The plan to use members of the local community more frequently and to develop computer links with other schools is a very exciting prospect. Pupils spoken to during the inspection enjoy the subject. The photographs and memorabilia showing how their school has changed over the last 100 years fascinated them.
115. The subject is well managed by the temporary co-ordinator and the headteacher. The co-ordinator has good subject knowledge and the introduction of the new curriculum is providing a valuable way of re-evaluating the curriculum. The co-ordinator monitors teachers' planning but, as yet, monitoring of teaching has not taken place. Resources are adequate and are supplemented by a range of artefacts lent from home. The support for the subject through information and communication

technology is very good and good quality displays around the school effectively raise pupils' awareness of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Standards in information and communication technology are in line with the national expectation by the end of both key stages. Pupils achieve as well as they should and this is an improvement since the previous inspection, where standards were below average and the use of the subject was inconsistent.
117. There are several reasons why standards have improved. The recent provision of a networked computer suite, which is well equipped with sufficient machines of good quality to allow for a class of pupils to be taught at the same time, is contributing positively to rising standards. An important factor is the use of information and communication technology to support other areas of the curriculum, particularly those that form an integral part of the ethos of the school. For example, there are well-established email links with several other countries to support pupils' cultural development and understanding of citizenship. A positive feature that contributes significantly, not only to the standards in information and communication technology, but also to the caring attitudes of the pupils, is the work undertaken by the older pupils to support Mozambique; the Biotown' project. Pupils in Year 6 use the networked classroom to access photographs and videos of flooded areas in Mozambique before designing towns using sustainable materials to help displaced people. Other links with Japan, Australia and Berlin, as well as with another local school with pupils from a wide range of multicultural heritages, give a real context for exchanging information by email and for researching the Internet. This also contributes positively to work in geography as well as to the development of writing skills because pupils need to take special care with the vocabulary that they use when emailing to children around the world whose first language is not English. Other interesting features that contribute to the rich curriculum and also support other areas include the sending of messages to be read at Hiroshima and the exchange of views on student councils with Aboriginal pupils.
118. Another positive feature is the use the school makes of its digital camera. Not only are photographs taken regularly to provide a record of work done in other subjects; for example design and technology, but also to provide a stimulating context for learning skills in information and communication technology. For example, during the inspection, pupils in Year 6 confidently transferred parts of digital photographs of themselves onto the photographs of their friends. This motivating activity enabled them to develop complex skills in using the program's features.
119. A new initiative to involve parents in the subject is another significant factor in the steadily rising standards. A recent course for parents and pupils in Year 3, provided by a community education tutor, has resulted in over 25 families being trained in skills across all strands of the curriculum. These parents then work with pupils to further develop their skills. This is due to be repeated with Year 4 shortly. Inspection evidence suggests that as younger pupils move through the school and have access to the new initiatives standards may rise because pupils are being introduced to higher level skills at an early age.
120. The headteacher has very good subject knowledge and is committed to high standards. He has very high expectations of what pupils can achieve and he is developing a scheme of work to meet the needs of the school. His philosophy of continual challenge and aiming for the best was well reflected in the only lesson seen during the inspection. In this very good lesson, pupils in Year 6 worked collaboratively in pairs to create their own high quality slide presentation, using a sophisticated program. Challenging questions and very clear exposition encouraged pupils to try increasingly difficult features of the program, resulting in work of which they were justifiably proud.
121. Although it was not possible to see any other lessons during the inspection, other teachers ensure that pupils use the subject to support their learning across the curriculum. The classroom computers are usefully linked to those in the computer suite, enabling work to be accessed easily. In Key Stage 1, for example, pupils develop their writing skills by writing letters to Father

Christmas, using a range of fonts and styles and checking their work with the spellchecker. They find out about musical instruments around the world and sort them into groups to support work in music, geography and mathematics. They draw pictures and patterns to support art activities and send a programmable toy along a route. They know how to use the Internet to find information and know about websites.

122. Pupils in Year 3, include text, pictures and borders in their party invitations and use spreadsheets to enter data about their favourite football teams. They access the Internet for information about Bristol Zoo and confidently make lists of equipment needed to design a bridge. Pupils develop their skills steadily as they move through Key Stage 2. In Year 5, they use drawing programs confidently to produce pictures to support their work on planets. By Year 6, they use a wide range of word processing features when making their slide presentations and for writing accounts and poems. They confidently improve and organise information and compare the merits of different programs. They interpret their findings and consider the best way of recording information about birthdays. They know how to make patterns on screen.
123. Pupils throughout the school are enthusiastic about the subject because they use it for exciting purposes. Although pupils in Key Stage 1 do not use the new computer suite yet on a regular basis, there are plans for them to do so shortly. Pupils in Key Stage 2 showed pride in their work when using the suite and behaved very well, showing respect for the equipment. They are keen to show and explain their work to visitors, offering headphones and clearly demonstrating their use of the features of the programs.
124. The management of the subject is currently effectively shared between the headteacher and the co-ordinator who provide clear leadership. The school's philosophy of continual evaluation is reflected in the development of the subject. The scheme of work is being drawn up as current initiatives are evaluated and records are also in draft. The scheme of work for Key Stage 1 has been developed by co-ordinator who displays good subject knowledge. Policies and planning for all subjects are available for staff to access with useful 'hyperlinks' to videos and pictures for use in their lessons. The school has worked very hard to address the weaknesses identified in the previous inspection, where standards were too low, resources were insufficient and the potential of the subject was not recognised. The way in which information and communication technology is used in the school is now a strength.

MUSIC

125. Limited evidence of work seen during the inspection, which was mainly singing, together with evidence from discussions with staff, scrutiny of planning and some recorded previous work, indicates that the majority of pupils reach the expected standards for their age by the end of both key stages and they are achieving appropriately. As at the time of the last inspection, pupils, including those with special educational needs, make satisfactory progress.
126. By the age of seven, pupils sing an appropriate variety of songs from memory tunefully and with enthusiasm. They maintain a steady beat and show improving control over tempo and dynamics, reflecting the mood of the songs. They respond appropriately to differing extracts of music, explaining how they make them feel, for example, happy, angry, or sleepy, or that it reminded them of snowflakes. They experiment with untuned percussion instruments to try to produce similar effects. They use a keyboard to explore sounds and rhythms and, with the effective help of the classroom assistants, compose simple tunes to accompany a short verse they have written. They learn about instruments from different parts of the world, as well as practising their information and communication technology and reading skills, by using an appropriate programme on a CD- ROM.
127. In Key Stage 2, pupils continue to build progressively on their skills. By the time they leave the school, they perform a good range of songs confidently, both in school and to audiences, for example, in large stores at Christmas time and for senior citizens. All pupils are taught to play the recorder by a visiting teacher. They have very good opportunities to work regularly with visiting musicians, learning to play and perform on African drums, for example, to a high standard. As a

result, their rhythmic awareness and understanding of timbre and texture, as well as their skills of playing together are considerably increased.

128. There was insufficient evidence to make an overall judgement on the quality of teaching. However, the quality of teaching was satisfactory in the small sample of lessons seen. In a Year 6 lesson, pupils were rehearsing carols for a performance the following week. The teacher took short phrases from 'Silent Night' and helped pupils to improve the accuracy of pitch, articulation and dynamics by frequent repetition. She modelled the warmth of feeling that she wanted the pupils to convey very well herself. She stressed the importance of relating to the audience in a way that further improved the quality of the singing. Pupils were reasonably successful in maintaining their own part when the descant was added. In a lesson for the Year 1 pupils, the teacher helped pupils to refine their listening skills well, as they clapped the rhythm of their names and then guessed the teachers' names in a similar way. They thoroughly enjoyed this. The teacher made the objectives of each stage the lesson very clear to pupils so that they knew exactly what they were expected to learn. She had high expectations of them as they practised speaking the words of 'The Virgin Mary had a Baby Boy,' stopping them immediately when they were not together with, 'No, let's do that again---- - watch me!' This led to a noticeable improvement in the articulation, although insufficient attention was given to the accuracy of their pitch as they sang. The teacher provided good opportunities for pupils to explore an accompanying rhythm with untuned percussion.
129. The co-ordinator has considerable subject expertise and has used this well in constructing a good scheme of work that meets the requirements of the revised National Curriculum. It supports teachers well in their planning, especially in making good links with other subjects. Pupils in Key Stage 2 have opportunities to extend their interests in clubs for guitar and recorder that are held in some terms and in individual instrumental tuition. The lunchtime choir is very well attended. The subject promotes pupils' spiritual, moral, social and cultural development well. Visiting musicians from different countries also make a good contribution.

PHYSICAL EDUCATION

130. Attainment at the end of both key stages is in line with expectations for their ages and pupils achieve as they should, maintaining the standards reported at the time of the last inspection. Most pupils attain the expected standard in swimming by the end of Key Stage 2. The use of qualified parent volunteers makes a significant contribution to the standards attained in swimming because this enables pupils to be taught in small groups. By the end of Key Stage 1 pupils perform dance sequences confidently and competently. They successfully link movements involving changes to the rhythm and tempo of music in smooth routines with clear starts and finishes. They move around the hall with confidence and stop on the teacher's signal. They can alter their speed and are aware of themselves and others in a movement situation. They are aware of safety factors when moving around the room. They are also developing an awareness of their bodies. They know they must bend their knees when jumping and take care when rolling on mats.
131. Although no games lessons were observed during the inspection discussions with pupils indicate that, by the age of eleven, pupils use their ball skills in a game situation paying due attention to the accepted rules. Pupils in Year 4 use their gymnastic skills well to achieve a series of balances that are well contrasted and linked to travelling on the floor and on apparatus.
132. There was insufficient evidence to make a judgement on the quality of teaching at Key Stage 1, but at Key Stage 2, the quality of teaching is good overall. Teachers have secure subject knowledge and lessons are well planned to include an appropriate warm up section so pupils are well prepared for exercise. Appropriate activities are set to build on pupils' prior experience and extend their skills. Most teachers set high expectations of performance and they continuously help and advise pupils on how to improve their performance. High expectations of behaviour result in pupils concentrating on their work and making thoughtful decisions about their movements. Good use of appropriate praise motivates the pupils and stimulates them to try even harder. In the satisfactory lesson seen for pupils in Key Stage 1, they were given insufficient time to plan their dance routine and this led to one group of pupils getting into an argument about the dance while the music was playing. In this lesson the overuse of praise meant that the pupils were unable to improve their

skills because they were unaware that improvements could be made. However, the progress pupils are able to make is significantly impeded by the size and dilapidated condition of the hall in which many activities take place. The condition of the floor is damp and unsuitable for floor work and the low ceiling inhibits the use of large apparatus.

133. The leadership of the subject is satisfactory. The co-ordinator is a non-specialist in this curriculum area. She has developed a policy and a scheme of work that covers all aspects of the curriculum. There is a separate co-ordinator for dance who provides good leadership in this area of the curriculum. The subject is enhanced by extra curricular activities such as netball and football, which make a positive contribution to the standards attained.

RELIGIOUS EDUCATION

134. Evidence from lessons seen during the inspection, together with discussions with staff and pupils, scrutiny of planning, displays and previous work indicate that, at the end of both key stages standards are below the expectations of the locally Agreed Syllabus. Pupils of all abilities do not make as much progress as might be expected as they move through the school, especially in the aspect of learning about religions. They make good progress in some lessons, as a result of good teaching, but this is not built on systematically. Standards are lower than those described in the previous report. This is largely due to weaknesses in the way the subject is planned, although all of the required elements of the locally Agreed Syllabus are taught.
135. By the end of Year 2, pupils know that Christians celebrate Harvest, Easter and Christmas, although their knowledge of the Nativity story, for example, differs little from that of pupils in Year 1. They find out about some features of Christian churches by visiting the local parish church. They know that Harvest is a time of thanksgiving and write simple prayers of thanks. They explore and share their thoughts about light and dark feelings and relate this to their ideas of why Jesus is described as the 'Light of the World.' Pupils in Year 1 begin to learn about festivals of thanksgiving and light in other faiths, for example, when making clay divas. By the age of eleven, pupils understand that the work of religious figures such as Martin Luther King and Mother Teresa, show how beliefs can influence the way that people lead their lives. They have a superficial knowledge of some of the key beliefs, practices and stories of Christianity, Islam, Judaism, and Hinduism, but show considerable confusion as to which religion these belong. They reflect thoughtfully on the importance of relationships and begin to develop their own ideas about important questions such as justice and tolerance when writing their 'Dreams for the World.'
136. The quality of teaching is satisfactory overall, ranging from very good to unsatisfactory in the lessons seen. A particular strength in several of these was the way that teachers modelled good listening skills very well and used carefully structured and targeted questions to help pupils to clarify their ideas and feelings. It helps pupils to improve their oracy skills as well as promoting their personal and spiritual development. As a result, many pupils make good progress in understanding and expressing their thoughts and emotions as they move through the school. A good example of this was seen in a lesson for Year 5 pupils, where the teacher also made good use of well chosen poetry and music to help them reflect on and express their feelings about the value of silence. In several well taught lessons, good classroom organisation combined with a sense of calm engendered by the teachers, contributed to the very positive attitudes and very good behaviour of the pupils. They were good examples of the very good relationships between teachers and pupils and the consistent and effective management strategies they use. As a result, pupils of all abilities are confident in sharing their ideas and feelings, secure in the knowledge that both teachers and their peers will value and respect what they have to say.
137. In a very well taught lesson on prayer for Year 6 pupils, the teacher used very effective strategies, such as brain storming with a partner, to help pupils articulate their thoughts more clearly. This enabled pupils of all abilities to make thoughtful responses about the purpose of prayer, such as, 'a quiet time to think about their God,' and 'to release your feelings, telling God what's troubling you and thanking him.' The teacher linked this very skilfully to prayer practices in different religions, which led to pupils making very good gains in their learning. At the same time, she increased their

understanding of the subject by the providing opportunities for them to experience stillness and to practice simple meditation techniques, to which they responded very well indeed.

138. Teachers often make good use of resources to enhance pupils' learning. In a Year 1 lesson, the teacher produced an exciting box of very well prepared 'special' presents, which acted as prompts for the story of the Nativity as pupils unwrapped them in turn. As well as fully capturing the pupils' interest, their impact helped pupils to recall and sequence the story successfully in the tasks that followed. In an unsatisfactory lesson for Year 2 pupils, poor planning and organisation meant that opportunities were missed for pupils to consolidate earlier learning about the Nativity and they learned little.

139. The co-ordinator, who is a part-time teacher, has only been in post for a short time. The way that the subject is planned at present, in fitting the required elements into the overall topic framework for each half term, does not enable pupils to build progressively on earlier learning. There is insufficient guidance about what precisely should be taught in each class and this often leads to repetition of work at similar levels as pupils move through the school and gaps in their knowledge about different religions. In Key Stage 2, in particular, pupils do not have enough opportunities to consolidate their knowledge by recording what they learn. There is an imbalance in the subject because more of the allocated time is spent on the aspect of learning from religion. While pupils make better progress in this, it is limited because the distinction between this and personal and social education is not made clear. However, the subject reflects the aims and values of the school well. It makes a good contribution to the personal, spiritual, moral, social and cultural development of the pupils, for example in fostering respect for the values and beliefs of people from different cultures and in forming their own. Assemblies are planned carefully to include themes that support topics in religious education lessons.