

INSPECTION REPORT

ST WERBURGH'S PRIMARY SCHOOL

Bristol

LEA area: Bristol

Unique reference number: 131501

Headteacher: Ms J Fennell

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 18th – 21st March 2002

Inspection number: 230441

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	James Street St Werburgh's Bristol
Postcode:	BS2 9US
Telephone number:	0117 9031466
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Godfrey/Ms D Barnard
Date of previous inspection:	N/A New School

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20893	Mr D J Curtis Registered inspector	Mathematics; Information and communication technology; Physical education; Special educational needs; English as an additional language.	How high are standards? (The school's results and achievements) How well are pupils taught?
9644	Mr M J Whitaker Lay inspector		How high are standards? (Attitudes, behaviour, relationships, personal development and attendance) How well does the school care for its pupils? How well does the school work in partnership with its parents?
22058	Mrs C Richardson Team inspector	English; Art and design; Music; Areas of learning for children in the Foundation Stage.	How well is the school led and managed?
2756	Mr M Barron Team inspector	Science Design and technology Geography History Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Werburgh's Primary School is situated in Bristol. It is a smaller than average sized primary school, with a total of 179 pupils on roll, including children in reception. This is a multi-racial school, with 60 per cent of pupils from ethnic minority groups. Fifty-three pupils come from homes where English is an additional language, of whom 33 receive specialist funding for their learning. This is above the national average. There are 75 pupils on the school's register of special educational needs, with six pupils having statements of special educational need as defined by the DfES Code of Practice¹. This is above average. Eighty-four pupils are entitled to free school meals; this is above average. The number of pupils who enter or leave the school at times other than of normal admission or transfer is high. In the last two years, there has been a significant turnover of teaching staff. Children enter school with standards which are significantly below average, especially in speaking and listening.

This is a new school, following the amalgamation of the previous Willow Green Infant School with Cutlers Brook Junior School in September 1999. The school moved in to brand new accommodation in April 2000. The school is part of an Education Action Zone which receives extra funding from central government on the basis of additional needs.

HOW GOOD THE SCHOOL IS

Following the amalgamation, the transfer to a new building and previous staffing problems, the school is now settled and is poised to move forward in its key aim to raise standards. Currently it is an effective school. Teaching is good and is contributing to a rise in standards, although these standards, especially in English, mathematics and science, are still not high enough. High levels of absence and poor punctuality negatively affect pupils' learning. The headteacher provides very strong leadership and has a clear vision and determination to raise standards. The school currently gives satisfactory value for money.

What the school does well

- By the age of 11, standards in information and communication technology (ICT) exceed national expectations. In art and design, standards exceed expectations for 11 year olds.
- Pupils make good progress and achieve well in most lessons.
- The teaching of literacy and numeracy is good and contributes to improving standards.
- The leadership and management of the headteacher, key staff and governors are good.
- The curriculum is good and is enriched by extracurricular activities, visits and visitors.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- Although improving, standards in English, mathematics and science are not high enough.
- Standards in gymnastics by the age of 11, and the teaching of physical education in Years 3 and 6.
- Pupils' attendance and punctuality.
- The time allocated to the special educational needs co-ordinator in order for her to carry out her management responsibilities.

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

STANDARDS

¹ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores² in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	N/A	E*	E*	E
Mathematics	N/A	E*	E	E
Science	N/A	E*	E*	E

Key

well above average A

above average B

average C

below average D

well below average E

Similar schools are those with more than 35 per cent and up to 50 per cent of pupils entitled to free school meals.

The results of Year 2001 National Curriculum assessments placed the school in the bottom five per cent of all schools in English and science. Current inspection findings judge that by the end of Year 6, standards in English, mathematics and science are below average. Inspection evidence indicates that standards are improving as the result of good teaching. There is no significant variation in the standards achieved by boys and girls. By the end of Year 6, standards in ICT are above national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, standards exceed expectations for 11 year olds. In design and technology, geography and music, standards meet expectations for pupils of this age. In history and physical education, there was insufficient evidence to make a judgement on standards. However, in gymnastics, standards are well below expectations for 11 year olds.

By the end of Year 2, standards in reading, writing and mathematics are below average. Standards are improving because of high quality teaching. In science, standards are average and have improved as the result of good teaching. By the end of Year 2, standards in ICT meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design and in physical education, standards are good and exceed expectations for seven year olds. Standards in design and technology, geography, history and music meet expectations for pupils of this age.

By the end of the Foundation Stage³, children meet the expectations of the Early Learning Goals⁴ in their creative and physical development. In communication, language and literacy, mathematical development, personal and social development and knowledge and understanding of the world children do not meet expectations.

PUPILS' ATTITUDES AND VALUES

² Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

³ The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

⁴ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Aspect	Comment
Attitudes to the school	Satisfactory, with younger pupils showing better attitudes to learning.
Behaviour, in and out of classrooms	Satisfactory; behaviour of younger pupils is good. In Years 3 to 6, a minority of boys disrupts their own learning, and that of others.
Personal development and relationships	Relationships between pupils and pupils and adults are good.
Attendance	Attendance and punctuality are unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching in the Foundation Stage is good; it makes a significant contribution to the good progress children make in their learning. The class teacher and the nursery nurse plan an exciting and stimulating range of activities for children.

Strengths of teaching in Years 1 to 6 include good relationships with pupils which contributes successfully to pupils' enthusiasm for learning. Teachers show good subject knowledge and the purpose of lessons is made clear to pupils. Lessons are well planned and meet the differing learning needs of pupils. In the few lessons where teaching was poor, particularly in physical education, teachers' subject knowledge is less secure and the organisation and management of work means that pupils make insufficient progress in their learning.

Teaching of literacy is good; teachers implement effectively the National Literacy Strategy and this has a positive impact on the improving standards. Teaching of numeracy is good. Teachers implement the National Numeracy Strategy effectively and as a result standards in mathematics are improving year on year.

Teaching of pupils with special educational needs is good both in lessons and in the small group sessions when pupils are taught away from their own classroom. Teaching is very focused and meets the needs of these pupils very well.

Teaching of pupils with English as an additional language is good and has a positive impact on the good progress made by pupils, many of whom start school speaking no English. There is a very effective partnership between teachers and the EMAS (Ethnic Minorities Achievement Service) team which means that planning and support for pupils' learning needs are very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment

The quality and range of the curriculum	Good; the school provides an interesting curriculum for its pupils which is enhanced by a good range of visits and visitors.
Provision for pupils with special educational needs	Satisfactory; provision has improved since the appointment of the new special educational needs co-ordinator. Individual education plans are now good.
Provision for pupils with English as an additional language	Good; the school works very effectively with the local education authority's EMAS team to support pupils' learning and to enable them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good for spiritual and cultural development, especially developing pupils' multicultural awareness. Good for moral and social development. Personal, social and health education lessons make a strong contribution to pupils' personal development.
How well the school cares for its pupils	Good levels of physical care; the school's assessment procedures and use of the results of assessments to plan pupils' future learning are effective.

The school works hard to involve parents in its day-to-day life. However, a number of parents do not support the school in its efforts to improve attendance and punctuality. A number of parents are unclear of the school's behaviour policy.

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 vision for the future of the school. She has managed a period of significant change and instability most effectively. The deputy headteacher and subject co-ordinators provide strong support.
How well the governors fulfil their responsibilities	Very good; the governors are hard working and very supportive of the work of the school. They fulfil all of their statutory responsibilities.
The school's evaluation of its performance	Good; the school analyses in considerable detail its strengths and weaknesses.
The strategic use of resources	Good; funding for pupils with special educational needs, and those for whom English is an additional language, is used efficiently.

The school benefits considerably from its new purpose built building. Staffing and resources are good and support effectively pupils' learning. The significant strength of leadership and management is the determination to raise standards. The school applies successfully the principles of best value in its spending decisions. Currently the school gives satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
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<ul style="list-style-type: none"> • The teaching is good. • Their children like school. • Behaviour is good. • Their children make good progress at school. 	<ul style="list-style-type: none"> • The amount of homework their children receive.
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Twenty-four parents attended the meeting with the registered inspector and 67 questionnaires were returned. Inspection findings mainly support the positive views of parents. However, the standard of behaviour is inconsistent and inspectors support the views of some parents who do not fully understand the school's behaviour policy. In relation to homework, parents felt there was either too much or too little. Inspection findings judge that the amount of homework is suitable for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter school with standards which are well below average for the local education authority, particularly in the key skills of speaking and listening. Twenty per cent of children are at the earliest stages of learning English. As the result of good teaching in the reception class, children make good progress in the Foundation Stage. By the time they start Year 1, standards meet the expectations of the Early Learning Goals in their physical and creative development. However, they do not meet the expectations of the Early Learning Goals in communication, language and literacy, personal and social development, mathematical development, or in their knowledge and understanding of the world.

2. The results of Year 2001 National Curriculum assessments for pupils in Year 2 were well below the national average in reading, writing and mathematics. The proportion of pupils achieving the higher Level 3⁵ was below average in reading and writing but well below average in mathematics. When compared to those in similar schools⁶ nationally, results were average in reading, writing and mathematics. As this is a new school, it is too early to interpret trends in the standards achieved. Girls achieved higher standards than boys in reading and writing, but boys outperformed girls in mathematics. In the teacher assessments for science, standards were well below the national average.

3. Current inspection findings are that by the end of Year 2, standards in reading, writing and mathematics are below average. Inspection findings are that standards are improving because of high quality teaching, particularly in literacy and numeracy. In science, standards are average and have improved as the result of good teaching. There is no significant variation in the standards achieved by boys and girls. More able pupils are challenged effectively and make good progress and achieve the standards of which they are capable.

4. By the end of Year 2, standards in ICT meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design and in physical education, standards are good and exceed expectations for seven year olds. Standards in design and technology, geography, history and music meet expectations for pupils of this age.

5. By the end of Year 2, pupils with special educational needs make good progress in their learning as measured against the targets in their individual education plans. Teachers and

⁵ It is the national expectation that by the age of seven pupils should achieve Level 2 or above in the National Curriculum assessments.

⁶ Schools with more than 35 and up to 50 per cent of pupils entitled to free school meals.

learning support assistants support them effectively in lessons. Pupils with English as an additional language make good progress in their learning, particularly in speaking and listening. They are supported effectively by the EMAS teacher who works in very close partnership with pupils, teachers and parents.

6. Results of Year 2001 National Curriculum assessments for pupils in Year 6 were very low in English and science and placed the school in the bottom five per cent of all schools. In mathematics, results were well below the national average. The proportion of pupils achieving the higher Level 5⁷ was well below average in English, below average in mathematics and above average in science. These results indicate that more able pupils are challenged in their learning. When compared to those in similar schools, results were well below average in English, mathematics and science. Boys outperformed girls by a significant margin. However, this was a small year group and a significant proportion of girls was on the school's register of special educational needs for emotional and behavioural support. As a new school, it is too early to interpret trends.

7. Current inspection findings are that by the end of Year 6, standards in English, mathematics and science are below average. Inspection evidence indicates that standards are improving as the result of good teaching, particularly in literacy and numeracy. In numeracy, pupils in Years 5 and 6 benefit from being taught in three sets (ability groups) as the result of the school appointing a part-time teacher to facilitate this. There is no significant variation in the standards achieved by boys and girls.

8. By the end of Year 6, standards in information and communication technology are above national expectations. Pupils benefit from good teaching and effective use of the school's new 'ICT Suite'. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, standards exceed expectations for 11 year olds. In design and technology, geography and music, standards meet expectations for pupils of this age. In history and physical education, there was insufficient evidence to make a judgement on standards. However, in gymnastics, standards are well below expectations for 11 year olds.

9. By the end of Year 6, pupils with special educational needs make satisfactory progress in their learning as measured against the targets in their individual education plans. Teachers and learning support assistants support them effectively in lessons. Pupils with English as an additional language make good progress in their learning, particularly in speaking and listening, literacy and numeracy.

10. Standards in the school are affected by a number of factors:

- A period of instability following the amalgamation of the previous infant and junior school;
- Previously identified weaknesses in the quality of teaching, which are no longer evident;
- A history of very low standards in the previous junior school;
- Four of the seven teachers new to the school since September 2001;
- The high proportion of pupils on the school's register of special educational needs;
- The high proportion of pupils with English as an additional language;
- Unsatisfactory levels of attendance and punctuality;
- The current Year 6, because of behavioural and learning needs, being supported by the local education authority's educational psychology service and special educational needs service.

11. Inspection findings are that the school has now entered a period of stability and is in a positive position in terms of moving forward. The quality of teaching, together with effective

⁷ It is the national expectation that by the age of 11 pupils should achieve Level 4 or above in the National Curriculum assessments.

leadership and management, means that the school is well placed to meet the challenging targets which it has set itself.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are satisfactory, a judgement which conceals wide variations. The majority of pupils, especially in the Foundation Stage and in Years 1 and 2, are interested and well motivated in lessons. They respond well to stimulation and positive management, as was seen, for example, in a Year 2 music lesson in which pupils were studying loud and soft sounds. During the inspection, in over 63 per cent of lessons observed, pupils' attitudes were good or very good. There is, however, a significant minority of pupils whose poor social skills, immaturity and lack of consideration for others impede learning and undermine the positive atmosphere staff are striving to create. These pupils are more generally boys, and mostly in Years 4, 5 and 6. The youngest children, in the Foundation Stage, respond well to the supportive atmosphere and staff's high behavioural expectations. As a result, they quickly adapt to school routines and develop confidence, as was seen, for example, in a reception class physical education lesson.

13. Behaviour is satisfactory. The majority of pupils behave well and respond positively to the school's behavioural expectations. At break, play is lively, even boisterous, but no overtly threatening behaviour was seen, nor was any offensive language heard. At lunch, pupils are chatty and sociable, and happy to talk to visitors about their experiences of school. However, behavioural problems are demonstrated by a minority of disaffected, unmotivated, older pupils, chiefly boys. Staff manage these pupils well but at a cost; the need for strict supervision of these pupils causes lessons to proceed at a pedestrian pace, thereby minimising the effectiveness of the lesson for the rest of the class, and impeding progress. There have been three fixed period exclusions over the preceding year.

14. Personal development is satisfactory. Pupils stand for election to the school council and volunteer to take turns as 'peer mediators', resolving playground differences without recourse to adult intervention. Daily responsibilities in classrooms, such as collecting in books, handing out equipment and taking registers to the office are carried out promptly and without fuss. Older pupils are encouraged to work independently and to carry out research for school projects at home. A number demonstrate growing confidence and are prepared to perform role plays to the rest of their class, for example in religious education lessons. Younger pupils are encouraged to evaluate each other's work, as was seen in a Year 1 physical education lesson. This positive picture, however, is marred by the selfish, inconsiderate and disruptive conduct of a minority of pupils who either do not appreciate that, or do not care that, their behaviour hinders the learning of the majority.

15. Relationships are good. Adults in school present positive role models for children. Pupils are treated with respect and consideration by staff, despite behaviour which is sometimes provocative. As a result, the majority of pupils ignore outbursts from pupils with emotional and behavioural difficulties. Learning support assistants have developed very good, supportive relationships with the pupils with whom they work one-to-one or in small groups. Their contribution to the positive atmosphere in school is considerable. Lunchtime supervisors make a positive contribution to relationships; the senior supervisor works with girls' 'friendship groups', promoting good relationships and ironing out petty disagreements. The majority of pupils get on well together, co-operating in lessons and applauding each other's good efforts. The genders mix well – girls insist on their right to play football - but there is an entirely understandable tendency for pupils from the same ethnic, faith or language groups to stick together.

16. Attendance is unsatisfactory. For the last academic year, attendance was 91.5 per cent, which is well below the national average for primary schools. A number of pupils are persistently late. In all classes, a handful of pupils straggle in over the first ten to fifteen

minutes of the school day. These late arrivals delay the start of lessons and deprive the majority of valuable learning time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good and is having a positive impact on the good progress pupils make in their learning and on the improving standards in the school. During the inspection, the quality of teaching was satisfactory or better in 96 per cent of lessons observed. Fifty-seven per cent of lessons were good, with 18 per cent very good and four per cent excellent. Two lessons (four per cent) were poor, these were both in physical education.

18. The quality of teaching in the Foundation Stage is good and has a significant impact on the good progress children make in the reception year. The teacher and the nursery nurse have a very detailed understanding of the learning needs of children of this age. Together, they work as an effective team and provide a good balance of adult-led activities and those which the children choose for themselves. They work closely and effectively with the EMAS teacher to support children who are at the early stage of language acquisition, for example by having a story time in dual languages.

19. Teaching of literacy is good and pupils make gains in learning in all lessons and good progress over time. Teachers have a good knowledge and understanding of children's literature and this ensures that pupils learn to select books that are at an appropriate reading and interest level. Teachers make good use of the guidelines for the literacy strategy and their planning is thorough. They make sure that pupils are clear about what they are expected to learn in lessons and this helps pupils to learn to assess their own learning and how well they have done. Care is taken to ensure that literacy is extended well into other subjects. For example, reading and writing skills are used well in geography and science.

20. Teaching of numeracy is good and has a positive impact on the improving standards. Teachers have implemented effectively the National Numeracy Strategy. Lessons are planned carefully and meet the differing learning needs of pupils. In Year 2 and in Years 5 and 6, pupils benefit from the additional support of a part-time teacher which allows them to be taught in smaller groups. Teachers are particularly strong in developing pupils' mental arithmetic skills.

21. Teaching of pupils with special educational needs is good. Lessons are planned carefully to meet specific learning needs, and learning support assistants make a significant contribution in supporting pupils. Support in classrooms is of good quality and this is extended in those sessions where pupils are taken out of their classrooms for additional support either individually or in small groups. The special educational needs co-ordinator is supporting teachers effectively in improving the quality of pupils' individual education plans.

22. Teaching of pupils with English as an additional language is good. The school works closely with the EMAS teacher to provide the main support for children in reception and pupils in Years 1 and 2. There is a good balance of lessons where the EMAS teacher works alongside the class teacher and those sessions where pupils are taught in small groups. As a result, children and pupils make good progress in the key skills of speaking and listening, reading and writing. Pupils benefit from dual language teaching, for example where they listen to a story in English and in their home language.

23. In the best lessons, teachers share the learning objective(s) for the lesson with their pupils. For example in a numeracy lesson in Year 4, the objectives were: 'to know by heart multiplication facts for 2, 3, 5 and 10'; 'to understand and interpret data from a tally chart'; 'to organise data on a pictogram'. By sharing objectives in this way, teachers involve fully pupils in their own learning because they are clear of the purpose of the lesson. In the plenary or

final part of the lesson, teachers return to the learning objective(s) and discuss with pupils how successful they were in meeting it (them).

24. The quality of teachers' planning is a strong feature and contributes successfully to all pupils being fully involved in lessons and therefore making good progress. Planning is matched carefully to the different learning needs of pupils. For example in a Year 3 numeracy lesson on problem solving, more able pupils had to solve problems involving two mathematical operations. Pupils of average ability had to solve independently problems involving one operation. Below average pupils and those with special educational needs were expected to solve problems with one operation, but supported by the class teacher and the learning support assistant. In most lessons, learning support assistants are used effectively by class teachers and they make a strong contribution to the quality of teaching.

25. In the best lessons, teachers manage pupils' behaviour successfully, particularly when the lesson is interesting and challenging. Through their questioning, teachers involve all pupils and clearly value and recognise the contribution that each individual can make. For example in the mental arithmetic session of a Year 2 numeracy lesson, the teacher asked very challenging questions for more able pupils, for example, "What's two hundred take away five?" However, less able pupils were fully involved and achieved success when the teacher asked them, "What is ten add five?" A strength of teachers' questioning is in encouraging pupils to explain their answers, for example, "How did you work that out?" Such questions make a strong contribution in developing pupils' speaking and listening skills.

26. In the two lessons which were poor, both in physical education, there were weaknesses in relation to pupils' health and safety. In both lessons, noise levels were excessively high and pupils' poor behaviour was not managed successfully. In a gymnastics lesson, pupils put the apparatus out and away in a potentially dangerous manner. However, the same teacher and class demonstrated in a second lesson that they could carry out this task safely.

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

27. Overall the school provides a broad, balanced and relevant curriculum for children in the Foundation Stage and pupils in Years 1 to 6. This more than meets statutory requirements. The provision for pupils with special educational needs is good in the infant stage of education and satisfactory in the junior stage. Provision within the curriculum for pupils for whom English is an additional language is good throughout the school. In addition, provision for religious education fully meets the requirements of the locally agreed syllabus and the school conducts a daily act of collective worship, which fully meets statutory requirements. Sex education is provided as part of a broader programme of personal, social and health education.

28. The quality of the curriculum and the range of learning opportunities offered to pupils are, on the whole, good throughout the school. There are effective strategies for teaching literacy and numeracy skills which contribute to improving standards in these subjects at the end of Year 6. Teachers work co-operatively to plan the curriculum on a whole school basis and, at present, the match of teachers and support staff to the demands of the curriculum is good overall and this assists most pupils to make progress in all classes.

29. Provision for extracurricular activities is very good with pupils having access to a wide range of clubs and other activities aiming to improve skills and understanding in a variety of sporting and artistic subjects. These include football, netball, rugby, basketball, choir, dance, recorder playing, guitar playing, art, ICT and learning Urdu. In addition, pupils have access to St. Werburgh's after school hours club (SWASH), which is managed by parents with outside funding and support.

30. The school actively promotes equality of access and opportunity to the curriculum for all pupils and this is reflected in the school's agreed policy, which details equality of opportunities for both pupils and parents, but does not fully explain how these opportunities are monitored. The school aims to be fully inclusive and evidence gained during the inspection showed this to be the case in nearly all classes. However, in Year 6, the potential for poor behaviour of a small minority of pupils and the strict class discipline enforced to counter this, affects teachers' planning. The requirements to teach history have not been followed as a result - and therefore have had a negative effect on the learning of the rest of the pupils. However, planning shows that history is intended to be taught in the summer term.

31. The school's provision for personal, social and health education is good and within this the provision for pupils' personal development is very good. The school encourages pupils to take responsibility and work together as well as respect themselves and others. All year groups follow a relevant curriculum geared to a gradual building up of understanding about self and society. All pupils are taught about healthy living. In addition, Year 1 pupils, for instance, are taught how to handle conflict and make friends, whilst Year 2 pupils are taught about getting along with others. Self esteem is continually built up throughout the school and the importance of persistence and confidence is alluded to in all year groups. Pupils are taught citizenship and how to prepare to play an active role as citizens.

32. The school has forged good links with the local community. Many lunchtime activities for pupils are the result of community initiatives and the school runs a computer club for parents. There are regular visits to the school from, for instance, Bristol Rovers footballers, the local community police, and representatives of different faiths. For example, during the inspection a local cleric talked to the pupils in assembly. Local artists and groups visit the school and the school goes out into the community. The choir, for instance, visits local retirement homes, and there is active support for local charities including the homeless. The school takes an active part in the 'St. Paul's Festival' and the governors encourage the use of the school by the local community.

33. Relationships between the school and partner institutions are satisfactory. The school is part of a cluster of central Bristol schools that aims to work together for the best interests of the pupils. Relationships with feeder institutions are good but have yet to be developed fully with the secondary schools to which the pupils transfer at the age of eleven. However, the school is currently part of pilot Year 6/7 transfer project.

34. The school makes very good provision for pupils' spiritual, moral, social and cultural education. Provision for pupils' spiritual and cultural development is very good and provision for pupils' moral and social development is good. The school meets the statutory requirements for the daily act of collective worship with school and lower and upper school assemblies in which pupils of the many faiths and cultures represented in the pupil population are given sound opportunities for prayer and reflection.

35. The school promotes pupils' spiritual development very well indeed and, as they progress through the school, pupils are given very good opportunities to explore values and beliefs and the way in which they impact on people's lives. They are given opportunities to celebrate their own beliefs and are taught to respect and appreciate the faiths and convictions of others and to understand how their actions can affect fellow pupils. The school actively promotes an atmosphere in which pupils are taught to show consideration, courtesy and respect for themselves, others and the environment they live in.

36. The provision for pupils' moral development is good and the steady growth of attitudes of respect and responsibility in pupils is central to the school's vision of '*responsible achievers*'. The school provides a clear moral code as a basis for behaviour and this is promoted throughout the school in all classes. Pupils are expected to understand the difference between right and wrong and are encouraged to take responsibility for their

actions. All classrooms display codes for both playground behaviour and classroom behaviour. Most pupils accept these codes and behave maturely, but a small minority of pupils find difficulty in acting responsibly and their behaviour falls foul of the accepted code of conduct on a regular basis. There are whole school systems in place to deal with such unsatisfactory behaviour, but rewards for good behaviour vary from class to class.

37. Provision for pupils' social development is good and this is linked in many ways to the provision for their moral development. The school aims to try to foster a sense of community with common, inclusive values and actively promotes the equality of all pupils regardless of race or religion. Posters encouraging pupils to, for instance, *'Get Along!'*, *'Be Confident!'* *'Bounce Back!'* are situated about the school and pupils are encouraged to work co-operatively with each other whenever possible. Most pupils are polite and friendly and eager to be of assistance and good use is made of 'Circle Time'⁸ to reinforce positive attitudes and discuss problems. The school council, an elected representative body, gives pupils a voice in school affairs and promotes leadership and responsibility.

38. Provision for the cultural development of pupils is very good and the school provides many well structured opportunities for pupils to explore and celebrate both their own cultures and the cultures of others. There is a very diverse socio-economic and ethnic mix at the school and pupils are taught to appreciate differences in lifestyles between different groups of people, and to value the variety of cultures and the importance of equality. In addition the school provides many extracurricular opportunities for pupils to develop their skills and talents. They can take part in, for example, netball, football and rugby clubs, or increase their artistic skills by joining the dance club, choir, recorder club or guitar group. Pupils can increase their knowledge of other languages by, for instance, joining the 'Learning to speak Urdu Club'. In addition, the school invites artists, dance, theatre and music groups to perform on a regular basis. Furthermore, the school has tried to improve cultural provision by involvement in several local and national initiatives. Presently, basketball coaching and clubs for older pupils are funded from a successful bid to a Bristol Education Action Zone initiative and the school is involved in a funded sport programme that provides equipment and training for pupils in a variety of sporting activities. During the school year, teachers arrange visits for pupils to places of interest in order to support and extend their learning. There is a whole school arts focus in the summer term with representation in the 'St. Paul's Festival'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Procedures for promoting health and safety and pupils' welfare are good. The deputy headteacher is the designated person with responsibility for child protection matters. This is a new appointment and she awaits training. In the meantime, the headteacher is responsible. The school has effective relations with other statutory agencies; when necessary, the headteacher attends case conferences. Staff are aware of the symptoms of child abuse and of the action to be taken in cases of concern. The necessary arrangements are in place for supporting children looked after by the local authority. Health and safety is effectively managed by a member of the governing body, in conjunction with the headteacher and the site manager. The premises are regularly inspected and there are procedures for reporting health and safety hazards. Contracts are in place for the regular safety inspections of physical education apparatus, fire equipment and electrical items. There are good arrangements for meeting pupils' medical needs and dealing with minor injuries. Pupils know what to do in the event of an accident. All staff are aware of the action to be taken in the event of anaphylactic shock. The welfare of pupils from ethnic minority communities is supported effectively by staff from EMAS. Teachers and support workers from the Asian and Somali communities are in school for most of the week and provide a friendly and accessible contact for pupils and parents.

⁸ During Circle Time pupils discuss personal and general issues. One pupil at a time speaks in turn, and no-one interrupts. Pupils feel confident that they can talk freely and openly, and that the teacher and other pupils will listen.

40. The school has good procedures for promoting and improving attendance. Registration is carried out meticulously and registers are examined. The school knows that its attendance level is low. Analysis has revealed that a significant factor is long stay visits to families in the Indian sub-continent and Africa. These visits range from four to sixteen weeks. It is not unknown for pupils to miss entire terms. Such visits accounted for over two per cent of all absences over the preceding year. Without those absences, attendance would approach average levels. The headteacher frequently reminds parents about the undesirability of such absences in newsletters. Whilst recognising the cultural benefits of such visits, the school has to have regard to the disruptive effect of the absence, and of the additional support needed to enable the child to 'catch up' on return. It is the headteacher's and governors' intention (following consultation with the local education authority) to remove such pupils from the school roll after an absence of twenty-eight days. The school normally has fortnightly visits from an education welfare officer but these have ceased due to a long term sickness absence. The school office telephones the homes of pupils who are unexpectedly absent. Pupil lateness is frequently addressed in newsletters and, to encourage punctuality, the school issues awards for 100 per cent punctuality, for both pupil and carer. Whilst language is not seen as a problem - the great majority of minority families have at least one competent English speaker - EMAS support staff are available to help.

41. Procedures for monitoring and promoting good behaviour are good. When the school was created from the merger of an infant and a junior school, it inherited serious behaviour problems. Tackling poor behaviour was a priority for the new school. The school follows a policy of assertive discipline⁹ and states clearly that 'order and discipline are necessary for the smooth running of the school'. Behaviour issues are addressed through the personal social and health education policy, which is delivered through weekly lessons in all classes. The school has five basic rules – Golden Rules – and in addition, each class has its own class rules, which are discussed and agreed by teacher and class at the beginning of each school year, thus giving pupils ownership. Rewards are given for individual, group and class endeavour and success is publicly celebrated at weekly assemblies. Records are kept of unacceptable behaviour and, where necessary, parents are involved. The school makes good use of outside support from the local education authority's behaviour support team and educational psychologists. There is a clear anti-bullying policy and instances are recorded and monitored for recurrence. Information about such instances is shared and all staff keep an eye on the victim's well being. Lunchtime supervisors are involved in the reward system and have been trained in behaviour management. As a result of all of these measures, behaviour is said to have improved considerably. A number of parents both before and during the inspection have expressed concern about the operation of the behaviour system. Whilst copies of the behaviour policy are sent home, there is a need for the school to explain both its day-to-day working and its rationale to parents.

42. The school seeks to promote harmonious relationships between all groups of pupils. Instances of racism such as name calling are recorded and dealt with. The question of racism is addressed by pupils as part of their personal, social and health education programme.

43. Procedures for assessing pupils' attainment and progress are good. Test results, from the initial assessment upon entry to school onwards, are analysed in detail. The analyses are used to inform target setting for individual pupils. Assessment data is particularly well used in English and mathematics. Attainments in reading and writing are analysed by gender and by ethnic group and the information obtained is used to inform curriculum planning. Some assessment of pupils' progress in ICT is recorded, and in religious education, assessment takes place at the end of each unit of work. There are plans to extend the current practice in English and mathematics to science.

⁹ Assertive discipline has three main parts; clear unambiguous rules; continuous positive feedback when pupils successfully keep to these rules; and a consistently applied scale of sanctions when they do not.

44. Procedures for monitoring and supporting pupils' academic progress are good. Each pupil's progress in all subjects, from reception to Year 6, is plotted on tracking sheets, which record attainment against National Curriculum targets. Each pupil has a progress book for both mathematics and English, which follows the pupil up through the school. Pieces of work in these books are examined and ascribed a National Curriculum level. Clear marking criteria are specified, ensuring that pupils know what is required to achieve a particular level. Assessment information is used to set targets for individual pupils and those targets help pupils focus on improving attainment.

45. Monitoring and supporting procedures for pupils' personal development are good, though largely informal. Staff know their pupils well and, at times of rapid teacher turnover, the longer serving learning support assistants provide continuity and stability for pupils. Notes in assessment files and records of parent-teacher consultations support the process and ensure that the school has a clear picture of the pupil's personal development and any emotional or family circumstances bearing upon it.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school works hard to promote a fruitful, productive partnership with parents. Information of a good quality is provided about the school, its activities and pupils' progress. Regular newsletters, couched in accessible language, are sent to parents. There is good liaison with the adjacent nursery and all children are visited at home by the reception class staff. Parents are invited to induction meetings and, soon after the child has started school, they are invited in for an explanation of their child's assessment on entry to school (baseline assessment). There are three formal opportunities a year for parents to meet class teachers to discuss progress and agree targets for the ensuing year. Information meetings are held to explain aspects of the curriculum. Parental views on home-school partnership issues are sought by means of a questionnaire. Pupils' annual reports are satisfactory. They address the child's attainment and progress in all subjects of the National Curriculum and comment upon personal development. Space is provided for parents' comments.

47. The school works hard to reach families from ethnic minorities and those in which English is a second language. Leaflets in various languages are available and multi-lingual staff from EMAS are on hand for consultation evenings. The school is sensitive to matters regarding religious observance and writes, for example, to Muslim parents enquiring whether the child will be fasting during Ramadan. Crèche facilities are available for all evening events and there is an after-school club on the premises, albeit managed and run separately from the school. A teacher from the ethnic minority achievement service organises information technology classes for all parents, including a number from minority groups, and there is an after school computer club at which both parents and children can work on computers in the school's ICT Suite. The same EMAS teacher runs an after school Urdu club.

48. Parents make a satisfactory contribution to their children's learning both at home and at school. Parent volunteers, including some from ethnic minorities, help in classrooms and with supervision on school visits. Children have home-school reading diaries and homework books which parents can, if they wish, use as vehicles for home-school dialogue. There is a vigorous parent-teacher association, the St Werburgh's Action Team (SWAT). In addition to acting as a fundraising body, the association works hard to act as a link between parents and school.

49. Parents' views of the school are supportive. Parents consider that the amalgamation of the two former schools has gone well, and that standards of behaviour have improved. They remain concerned about both standards of behaviour and the implementation of the behaviour policy. Twenty-six per cent of respondents to the Ofsted pre-inspection questionnaire were unhappy with the amount of homework set and 19 per cent could not agree that the school provided an interesting range of activities outside lessons. Inspectors

have concluded that homework is used to a satisfactory extent. As regards activities outside lessons, the inspection evidence is that the range of opportunities is very good. There is a range of lunchtime and after school activities, both sporting and cultural. Pupils in Years 5 and 6 have the opportunity to make a residential visit to Exmouth and there is a range of visits to galleries, exhibitions, musical performances and the theatre. Good use is made of the opportunities presented by a large city with a lively and diverse cultural life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides very strong and perceptive leadership for staff and pupils. Staff, governors, pupils and parents follow her leadership with determination and commitment, creating a team with shared vision, purpose and endeavour. The school has been through a period of staff turbulence, long term absences and transfer from a split site after the amalgamation of the infant and junior schools, but the headteacher has led very purposefully through these changes and difficulties. There is a collective feeling that the school is now stable and has systems in place to improve standards. A shared sense of purpose is at the root of the school's success, fulfilling the school's values. These include a firm commitment to the inclusion of all pupils in the life of the school and the promotion of racial harmony.

51. The management of the school is good. The governing body is committed and effective in fulfilling its statutory duties, supporting the school, monitoring its progress, and being an integral part of its planned future. Governors have a very clear understanding of the school's priorities through the involvement in putting together and monitoring the school's long term development plan. Governors are very involved with the life and work of the school, and have monitored the changes effectively. This allows them to play an informed part in improvement planning, budgeting and policymaking, offering both support and the probing questions that help others think again. They are aware that there are areas that need improving because they recognise that pupils do not achieve as well as the school would want in some important areas. For example, they know the targets set for English and mathematics are challenging but realistic and are aware that the very good assessment systems in place show that pupils are achieving well enough to at least meet, if not exceed, these targets.

52. The deputy headteacher and 'core team' members offer strong management support for the headteacher and staff. Management of subjects is good, despite the fact that many members of staff are new to their roles and responsibilities. This is because the school as a whole has clear policies and procedures to cover most areas of its life and work. This gives the school the resilience to get through problems such as staffing because they create a school in which people know the part they need to play and what they are expected to do. An area for improvement, however, is that although staff are very clear about the behaviour policy a significant minority of parents do not fully understand the systems being used and would benefit from an opportunity to have this explained in more detail.

53. The headteacher and senior staff have established a rigorous programme for monitoring and evaluating the quality of teaching and learning. Unfortunately, due to changes of staff and illness, the programme is not as well developed as planned, but all staff are to receive training in the skills of monitoring and feeding back information about the lessons of other teachers. The system is being extended so that all subject co-ordinators will have an opportunity to observe lessons in order to raise standards further.

54. The school improvement plan very effectively identifies priorities for the current and future development of the school. Its structure pays appropriate attention to identifying costings, time scales, responsibilities and success criteria. The structure of the plan covers a number of well chosen and pertinent areas for development. The longer-term development of the school is taking shape as the school looks beyond the present phase of its development.

55. Financial management is good. Spending decisions are carefully costed and the school makes proper use of the specific grants and provision available to it. Effective procedures are in place and the school has responded positively to the recommendations made in the latest audit report. The school keeps careful track of its income and expenditure. The governors and headteacher apply the principles of 'best value' – comparison, challenge, consultation and competition – very strongly and systematically in their decision making. Pupils benefit from carefully targeted spending because the school ensures that expenditure is clearly focused on improving standards. Governors consider carefully the benefits of any training for staff and the extent to which staff and pupils as a whole benefit. The cost per pupil, and the fact that standards are not as high as they should be, indicate that the school currently provides satisfactory value for money.

56. The management of special educational needs is currently satisfactory. The special educational needs co-ordinator is the deputy headteacher who, because of illness, did not take up her post until January 2002. She inherited considerable weaknesses in the past management of this area. However, she has made a significant impact on improving the quality of individual education plans and introducing monitoring sheets to show the progress pupils make towards achieving their targets. At present, she has insufficient time to carry out this role effectively, particularly considering that there is a high proportion of pupils on the school's register of special educational needs.

57. Good use is made of new technologies in supporting the administration and management of the school. The school uses a computerised accounting system and appropriate safeguards are in place to protect data.

58. There are sufficient well qualified teachers to meet the requirements of the National Curriculum and the provision for children in the Foundation Stage, and the school has a very strong team of skilled and well qualified teaching assistants. Teamwork is of a very high quality. There are competent and efficient administrative staff who ensure that the daily running of the school is smooth and all staff, including members of the lunchtime supervisory teams and the caretaker, have regular opportunities for professional development. This contributes well to the way in which they carry out their work. Performance management procedures are in place for teachers and all staff, who see these procedures as a very positive way forward. There is a rich and relevant programme of training for all staff. There is a very good staff development policy and the school has recently been successful in its application for the renewal of the 'Investor in People' award obtained four years ago by the infant school. The match of support staff to the needs of those pupils with statements of special educational needs is good. This has a positive effect on the progress made by pupils.

59. The school's induction arrangements for new staff are very good and the school provides places for students undertaking initial teacher training courses. All staff have a very strong, shared commitment to improvement.

60. The overall level of accommodation is good. Most classrooms are of a suitable size but the reception classroom is rather small. The reception class staff make very good use of the area outside the classroom for work with groups and for play. Plans to increase the outdoor facilities for the youngest children by providing a covered area and outside play challenges are under discussion. The improvements will be a considerable asset to the learning of children in the Foundation Stage. There is an ICT Suite and a food technology room, both of which are used regularly. Corridors are wide enough for small groups of pupils to work in comfort. The sports/arts centre to be built next year will improve facilities for physical education and creative arts as well as providing additional space for a wide range of community activities. Classrooms and shared areas are bright and well maintained by the caretaker and his efficient staff. Attractive displays of pupils' work add to the purposeful atmosphere in the school. This has a very positive effect on pupils' learning.

61. Resources for teaching and learning are good and are very well stored in accessible areas. The facilities for ICT are good and have a positive impact on pupils' learning. The range and number of artists who come to share their skills with pupils enhance and enrich pupils' learning in many diverse ways.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise standards and improve the quality of education, the headteacher, staff and governors should:

- **Raise** standards in English, mathematics and science by building on the stability the school now offers, particularly in the quality of teaching and in target setting for pupils. (Paragraphs 6, 7, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 87, 88, 89, 90, 92, 94, 95)
- **Raise** standards in gymnastics by the age of 11 and improve the quality of teaching in physical education in Years 3 and 6 by providing in-service training to address weaknesses in health and safety and in the management of pupils' behaviour in lessons. In addition the school should work with pupils and parents to ensure that pupils do not 'opt out' of lessons. (Paragraphs 8, 17, 26, 143, 145, 146, 148, 149)
- **Work** with parents, pupils and all appropriate outside agencies to secure improvement in pupils' attendance and punctuality. (Paragraphs 16, 40)
- **Provide** the special educational needs co-ordinator with sufficient time with which to carry out her responsibilities effectively. (Paragraph 56)

In addition, the governing body may wish to include the following in its action plan:

- To work with parents to ensure that they are fully aware of the school's behaviour policy and, in particular, how it is implemented on a day-to-day basis. (Paragraph 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	9	29	9	0	2	0
Percentage	4	18	56	18	0	4	0

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

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)	179
Number of full-time pupils known to be eligible for free school meals	84
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	75
English as an additional language	No of pupils
Number of pupils with English as an additional language	53
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	11

Attendance**Authorised absence**

	%
School data	8.5
National comparative data	5.6

Unauthorised absence

	%
School data	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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	15	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	11
	Girls	10	13	11
	Total	19	21	22
Percentage of pupils at NC level 2 or above	School	70 (64)	78 (77)	81 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	10
	Girls	11	10	10
	Total	21	21	20
Percentage of pupils at NC level 2 or above	School	78 (77)	78 (91)	74 (77)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Total
	2001	14

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	43 (44)	50 (44)	50 (63)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	50 (35)	64 (41)	43 (47)
	National	72 (70)	74 (72)	82 (79)

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

Actual numbers of boys and girls achieving Level 4 and above are omitted because they total less than 10.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	11
Black – other	19
Indian	1
Pakistani	28
Bangladeshi	3
Chinese	0
White	63
Any other minority ethnic group	32

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	19.7
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	193

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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.

Financial information

Financial year	2000 - 2001
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	£
Total income	544,816
Total expenditure	536,778
Expenditure per pupil	2,999
Balance brought forward from previous year	21,126
Balance carried forward to next year	29,164

Recruitment of teachers

Number of teachers who left the school during the last two years	7.2
Number of teachers appointed to the school during the last two years	6.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	179
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	39	8	0	0
My child is making good progress in school.	51	39	5	5	0
Behaviour in the school is good.	37	54	3	3	3
My child gets the right amount of work to do at home.	21	50	16	10	3
The teaching is good.	52	44	2	0	2
I am kept well informed about how my child is getting on.	57	33	6	4	0
I would feel comfortable about approaching the school with questions or a problem.	53	38	3	6	0
The school expects my child to work hard and achieve his or her best.	55	35	10	0	0
The school works closely with parents.	57	26	10	5	2
The school is well led and managed.	55	32	2	6	5
The school is helping my child become mature and responsible.	60	28	3	3	6
The school provides an interesting range of activities outside lessons.	36	38	11	8	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES¹⁰

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. There were 29 children in the reception class at the time of the inspection. Children are admitted in September, initially on a part time basis, although the majority of children very quickly become full time members of the class. Most children attend local nurseries before coming to school. The school has good links with the providers and children have several visits to the school in the term before admission. Attainment of the majority of children on entry to the reception class is well below that of children typical of this age because of the increasing number of pupils who are learning English as an additional language or who have special educational needs. Children make good progress across the areas of learning recommended for young children. By the time they are six, however, the majority have achieved the expected levels in physical and creative development, but are below these levels in language and communication, mathematical, personal and social development and knowledge and understanding of the world.

64. Teaching and learning for children in reception is good in all areas of learning and very good in physical development. Adults make good use of praise and encouragement to make clear the reasons why a child has gained success. Day-to-day assessment effectively ensures that activities are carefully targeted to match children's abilities.

Personal and social and emotional development

65. Children make good progress and show that they enjoy coming to school. Routines within the class are reinforced well and children become used to sitting on the carpet for registration when they arrive in school. Most children are growing in confidence, developing a sense of self worth and achievement. Children are interested in their work and staff encourage them to make choices during the day. Children become more independent when changing for physical education lessons and demonstrate suitable initiative and responsibility when using equipment and materials. Their concentration and awareness improves so that most sit and participate in introductions to literacy and numeracy time, usually paying good attention because of the teacher's skilful presentation of the material. Some children, however, need additional support to cope with a group situation and to understand the social rules of taking turns, listening to others and carrying out instructions. Their poor understanding of language and expectations make it difficult for them to settle into group activities. The staff's management of behaviour is good, but there are occasions when the behaviour of one or two children interrupts the learning and concentration of others.

Communication, language and literacy

66. The majority of children make good progress in speaking and listening, reading and writing during the time they spend in reception. The adults in reception draw attention to letters and sounds around them in displays and this helps to increase children's interest in words and writing. Staff use good questioning skills to increase children's knowledge and vocabulary and use imaginative strategies and methods to stimulate interest and offer challenge to children. They ask children if they know the Urdu word for an object and this helps children to understand fully a question. Children enjoy early letter recognition activities when the teacher reminds them of the animals they saw the previous day at the farm and the initial sounds of their names. They learn that words have letters, and sound out the letters from their names. Children learn to hold brushes and pencils correctly and attempt to write their names. Children make good progress with their handwriting and in learning to form the letters of their name correctly. They enjoy looking at books and some read words and simple

¹⁰ The factors identified in paragraph 10 were taken into consideration when judging standards.

sentences correctly. In the valuable and enjoyable sessions when the teacher reads texts in English and Urdu, all pupils see how different languages are presented and valued in the school.

Mathematical development

67. Children make good progress in the development of numeracy skills because the teacher makes good use of the numeracy strategy. There are regular opportunities to consolidate the learning of one to eight and understand the need to find 'more than' and 'less than' when children physically take away an egg or some fruit from a display on the board. The teacher's very consistent use of the phrase "take away" helps more able children to gain an understanding of this process. In addition to counting numbers aloud, children recognise numbers up to five or ten consistently. The majority of children understand the difference between 'tall and short', 'thick and thin', 'thinner and thicker'. Many order 'big', 'middle sized' and 'small' consistently and lower attaining children are confident in selecting 'biggest' and 'smallest'. Children reinforce their understanding of mathematical vocabulary when sorting, building or chalking patterns outside. Songs and number rhymes are used very effectively to reinforce learning and vocabulary.

Knowledge and understanding of the world

68. Children make good progress in the development of their curiosity about, and knowledge and understanding of, the world because of the good teaching. They improve their ability to ask and answer questions. On a valuable visit to the farm, children talk about the route and some show where they live. Children are very interested in the animals and the differences between them. They are pleased to see the signs of 'new life' everywhere around them. Teachers draw attention to buds breaking into leaf, the textures to be seen on walls, and the wonderful echo as they walk under the railway bridge. Eyes shine as children assimilate these experiences. Children build imaginatively with construction materials, sometimes in groups of two or three, sometimes alone. They work very hard when making playdough and try hard to find appropriate words to describe how it feels as they mix it in the bowl. They are aware of the change that takes place when they add oil to the mixture. Children are developing an awareness of the passage of time as they discuss the routines of the day and week, and talk about events of the previous day. Children enjoy their weekly sessions in the computer suite where they are learning systematically to control what they see on the screen.

Creative development

69. Children make good progress and achieve well because the teaching team plans interesting opportunities thoroughly. Children enjoy painting and concentrate well when painting their pictures. They use paintbrushes carefully and with some deliberation. They enjoy mixing colours and granules together to produce a textured paint and experiment well with a range of colours to see what effects they achieve. Skilful questioning by adults makes children think about their task and improve their skills and concentration. Children make interesting models and collages with a variety of textures and shapes, using glue and tape purposefully and efficiently. They produce well detailed drawings with pencil and crayon. Children enjoy singing and making music. They have a good knowledge of instruments and know how to play them. When the teacher gives them 10 seconds to explore the instruments, they do this with enthusiasm before playing the instruments correctly to accompany their singing of nursery rhymes. Children play in the 'café' very sensibly and, because of the consistent adult intervention and a visit to a café, they know how to order and present drinks and food in a mature manner. They enjoy this opportunity to indulge in imaginative play.

Physical development

70. Children make very good progress in physical development, learning new skills in lessons and when they go to the adventure playground. Children are very enthusiastic but respond very well to the teacher's instructions to work quietly and sensibly. Children learn how to travel on apparatus sensibly and produce very controlled and imaginative sequences of movements as they go in and out of the apparatus. Children are learning to use tools, materials and equipment with increasing dexterity and demonstrate a good level of co-ordination when building and fitting equipment together. Children use a variety of construction equipment to build and make objects, which develops their manipulative skills. They use all playground equipment confidently and show good skills in balancing, swinging and climbing.

71. The provision for children in the reception class is good and the teacher has made a good start to planning across the six areas of learning. The good teaching enables children to make effective gains in learning because the planning is thorough and takes good account of children's needs, as well as identifying links with the National Curriculum. The teacher and nursery nurse have a good understanding of the needs of children in the Foundation Stage and work very well with the teacher who supports children who are learning English as an additional language. This ensures that there is focused help for these children. There are good procedures for assessing children on entry into the reception class and this ensures that special educational needs are identified very quickly. The teacher sets targets in literacy and numeracy for all children, using this information thoughtfully when grouping children. Targets are reviewed and amended regularly and children are aware of their success and achievements.

ENGLISH

72. The findings of the inspection are that the majority of pupils attain standards that are below those typical of pupils at the ages of seven and eleven in speaking and listening, writing and reading. No significant differences in standards achieved by boys and girls were observed during the inspection.

73. The school has set in place many strategies to improve pupils' standards:

- Meticulous analysis of all test data through the year and the tracking of pupils' progress;
- Good teaching of the literacy strategy;
- An increased number of planned opportunities for speaking and listening;
- Very good use of staff to target groups for additional support, including Reading Recovery, Early Years Literacy Support in Year 1, and Additional Literacy Support;
- The use of assessment to place pupils in learning groups according to their levels of attainment;
- Improved resources for use in the literacy hour;
- Making pupils aware of targets and levels of their work through high quality marking.

74. Areas for development include:

- Provision of suitable reading schemes, including a wide range of fiction and non fiction books, for pupils up to the age of eleven to enable them to consolidate skills and vocabulary as they move through the school;
- Additional books to be used in focused group reading activities.

75. Standards in speaking and listening for pupils at seven and eleven are below what is expected nationally. A large number of children enter the school with significantly delayed and underdeveloped language skills and an increasing number of pupils are at the very early stages of learning English as an additional language. This means that on occasions they are unable to think of names of objects and are hesitant to reply. Teachers work hard to

encourage pupils to respond to questions appropriately and frequently try to use words from a pupil's own language. Teachers structure questions carefully and involve pupils well to give them an opportunity to contribute ideas. A few pupils do not always listen sufficiently carefully or do not understand exactly what is being said. This causes them to miss part of the instructions and sometimes prevents them from making as much progress in lessons as they could achieve with better concentration and listening skills. Pupils in Year 1 ask questions of a visitor sensibly and by using complete sentences. This helps more able pupils to write complete sentences in their work. By the age of seven, the majority of pupils ask and answer questions more freely, using a limited vocabulary, and more able pupils give detailed explanations in answer to questions. They have a much wider vocabulary.

76. Teachers of pupils aged seven to nine build on the progress pupils have made in the development of language skills. Skilful questions produce some relevant and correct deductions and inferences from pupils in Year 3 about the texts they are reading. Pupils are often keen to read out their work at the end of the lesson. Most pupils in Year 4 join in discussions about the similarities and differences between poems, but occasionally lack the vocabulary to make themselves clearly understood. Some pupils enjoy talking to visitors, but many are more reticent at first and answer questions quite briefly. The vocabulary of the majority of pupils in Years 5 and 6 is limited when they are asked to explain their ideas and opinions or suggest different words for sentences, but written work of pupils suggests that this is improving steadily. In a very good presentation at the end of a lesson two more able pupils in Year 5 explained very clearly the differences between two poems. The rest of the group listened extremely well and there were frequent nods of agreement as pupils accepted what was said. In a geography lesson in Year 6, pupils questioned a visitor very politely and sensibly about the rainforests. They showed a good understanding of her experiences. They listened very well and concentrated for the whole of the visit. The increasing opportunities to speak in situations such as this, or 'Circle Time' and presentations in lessons or assembly, are invaluable for these pupils. They are enabling pupils to develop greater confidence in speaking to others, and improving listening skills.

77. Attainment in reading is below average for pupils at seven and eleven. By the time they are seven, most pupils make good progress with reading skills. Most pupils enjoy reading and tackle unfamiliar words systematically because they have been taught well to break down words and link the sound of the letters. They are developing a secure knowledge of initial sounds and understand such terms as 'text', 'illustrator', 'author' and 'contents.' Pupils enjoy sharing big books and texts. They join in with the expressive reading of the teacher, even when they find this difficult, and are growing increasingly aware of the purpose of punctuation. Guided reading sessions have a clear focus and pupils are pleased to read out their work at the end of the lesson. Pupils like poems, especially humorous ones, and look for rhyming words. The careful labelling of displays and the use of written questions around the room give pupils additional opportunities to practise their reading and formulate answers to questions.

78. By the age of eleven, the proportion of pupils reading at a higher level is rising because of the good teaching of basic skills. However, to improve standards further, the school is to introduce a reading scheme for pupils in Years 3 to 6 to continue the learning of skills in a structured way, with repetition and careful introduction of a broader vocabulary. Teachers lead the reading of texts very well, encouraging pupils to use expression and intonation. More able pupils read fluently, accurately and mostly expressively, especially when there is dialogue in the text. A few pupils say that they read regularly at home and reading records are maintained satisfactorily. Pupils are prepared to express their opinions of books and describe their favourite pages to add to their views. Several are developing a preference for certain authors.

79. In writing, standards are below average at seven and eleven but standards are improving. The late development of language skills for some pupils is reflected in the narrow range of vocabulary in their writing. However, from Year 2, many pupils are now looking for more interesting words and examples in their writing. Pupils write for a wide range of

purposes. Most of the youngest pupils use capital letters and full stops appropriately and pupils with higher attainment progress quickly to confident use of other forms of punctuation, including speech and question marks. There are frequent comments as to how pupils may improve their work and the tasks they are set refer to specific areas for example, punctuation and presentation. By the end of Year 2, most pupils are starting to write with a joined script and by the time they are in Year 6, many pupils have developed a clear, legible style of handwriting. Pupils have regular opportunities to draft work. Pupils learn grammar rules and additional vocabulary through consistent and thoughtful teaching, although the limited vocabulary of some pupils is evident in their extended writing. The good teaching and provision of work is matched well to their abilities to ensure that pupils with higher attainment develop their skills in extended writing. For example, pupils in Year 5 produced a very lively and amusing collection of their own myths and legends.

80. Pupils' attitudes, behaviour and personal development in English are good. Pupils take care over the presentation of their work and concentrate on their individual reading and writing tasks well. Pupils progress from simple reading tasks to reading selectively and with good understanding of what they have read. They mostly work hard in groups and are interested in what others have done.

81. The quality of teaching and learning is good so pupils make gains in learning in all lessons and good progress over time. Teachers have a good knowledge and understanding of children's literature and this ensures that pupils learn to select books that are at an appropriate reading and interest level. Teachers make good use of the guidelines for the literacy strategy and their planning is thorough. They make sure that pupils are clear about what they are expected to learn in lessons and this helps pupils to learn to assess their own learning and how well they have done.

82. The school has effectively implemented the literacy strategy and the teaching is having a clear impact on learning. Care is taken to ensure that literacy is extended well into other subjects. For example, reading and writing skills are used well in geography and science. Information and communication technology is used effectively to support learning in English.

83. Leadership and management of the subject are good and the co-ordinator, who is new to the school, has identified areas for further development. She has used the analysis and evaluation of test results correctly to identify priorities for action and to improve performance. There are very good procedures for formal assessment of what pupils know, understand and can do. Resources to support the teaching and learning of English are good and these, and the selection of books for the library, are systematically extended. Pupils use the library confidently. Opportunities for drama and imaginative role play are used well. Pupils benefit greatly from these and visits from writers, storytellers and theatre groups.

MATHEMATICS

84. By the age of seven, standards in mathematics are below average. However, taking into consideration the low standards on entry, pupils, including those with special educational needs, and those for whom English is an additional language, make good progress in their learning and achieve well. Inspection findings are that standards are improving as the result of high quality teaching and the successful implementation of the National Numeracy Strategy.

85. By the age of 11, standards are well below the national average. Pupils in the current Year 6 have, in the past, suffered from unsatisfactory teaching and significant behaviour problems which results in them being significantly behind in the standards they achieve. However, as the result of the school's decision to use a part time teacher to allow the current Years 5 and 6 to be taught in sets, pupils, including those with special educational needs, and those for whom English is an additional language, make satisfactory progress in their

learning. Inspection findings are that standards in the current Years 3 to 5 are higher and this will impact on standards improving in future years. The quality of teaching and the positive impact of the National Numeracy Strategy make a strong contribution to improving standards.

86. Pupils work hard to apply their literacy skills when working in mathematics, for example in reading and understanding problems. More able pupils do this successfully, but for other pupils, weaknesses in reading mean that they do not always fully understand the problem. Pupils apply successfully their numeracy skills in other subjects. For example, in Year 5, pupils used accurately tally charts and data handling skills in an investigation linked to a traffic survey. In work in the school's 'ICT Suite', pupils use successfully spreadsheets to help them with mathematical calculations.

87. Standards in the use and application of mathematics to problem solving and investigations are well below average. Pupils have insufficient opportunities to work in this aspect of the subject. In addition, weaknesses in reading mean that pupils do not fully understand problems. For example in Year 3, pupils could solve a problem, such as, 'What is the change from two pounds if John buys an item costing 85p'. However, when asked to solve a problem, for example 'What is the change from three pounds if Sally buys three items costing 75p', pupils found this difficult because they missed the importance of 'three items costing 75p'.

88. Standards in number work are below average, although more able pupils achieve above average standards. By the end of Year 2, in mental arithmetic, pupils are accurate in counting forwards in '2s, 5s and 10s' but are less confident in counting backwards. Most read, write and order numbers to 100, with more able pupils accurate to 1,000. By Year 4, in mental arithmetic, pupils count accurately in 2s, 3s, 4s and 5s both forwards and backwards. However, only more able pupils show sufficient rapid recall of key multiplication facts, such as '9 x 4'. By Year 6, average and more able pupils are accurate in counting in 25s, 50s and 100s. They show a satisfactory understanding of the relationship between fractions, decimals and percentages.

89. In work on shape, space and measures, standards are below average. By the end of Year 2, more able pupils show a satisfactory understanding of telling the time to the nearest hour, half hour and quarter hour. They understand how to convert analogue times to digital times using the hour, half hour and quarter hour. Pupils are accurate in weighing items, for example to the nearest 25 grams. By the end of Year 6, pupils show a satisfactory understanding of the properties of triangles, parallelograms and trapeziums.

90. Standards in handling data are well below average. Pupils have too few opportunities to develop their understanding in this aspect of the subject. By Year 4, pupils are not totally secure in using tally charts and by Year 6, pupils do not consistently title graphs or label axes. They have too few opportunities to interpret information from graphs and tables.

91. The teaching of numeracy as observed during the inspection was good and supports inspection findings that standards are improving. The strengths in the teaching of numeracy are:

- Teachers have a good understanding of the National Numeracy Strategy;
- The mental arithmetic session is challenging for all pupils;
- Planning meets the different learning needs of pupils;
- The sharing of lesson objectives with pupils;
- Pupils have clear targets, for example, "You have fifteen minutes to complete this work";
- The use of the plenary or final part of the lesson to assess pupils' gains in knowledge, skills and understanding;
- In Year 2, and in Years 5 and 6 the effective use of an additional teacher.

92. However, the analysis of pupils' work indicates some weaknesses in teaching which are:

- Some evidence in Years 1 and 2 of the overuse of commercially produced worksheets, many of which are unmarked and undated;
- Inconsistency across the school in the quality of teachers' marking, especially in guiding pupils forward in their learning;
- Insufficient opportunities for pupils to use handling data skills in Years 3 to 6, and across the school, too few opportunities to apply mathematical skills, knowledge and understanding into problem solving and investigations. However, the school is addressing this weakness through in-service training for teachers.

93. The leadership and management of the subject are very good. The co-ordinator through rigorous monitoring of teaching and learning has a clear understanding of the strengths and weaknesses in the subject. Through careful and detailed analysis of the results of National Curriculum assessments and the tracking of pupils' progress, targets are set for individual pupils and for each year group. The results of this good work are evident in improving standards. Resources for teaching the subject are good and they are used effectively to support pupils' learning.

SCIENCE

94. Standards in science at the end of Year 6 are below those expected for pupils of this age group when compared to national expectations even though the quality and range of learning opportunities provided for pupils is good overall. The attainment of pupils at the end of Year 2 compares favourably with national expectations. The school's positive system of inclusion for all pupils in all activities has resulted in pupils with special educational needs making good progress in Years 1 and 2 and making satisfactory progress throughout the rest of the school. Pupils for whom English is an additional language make good progress in all classes.

95. Standards of work seen in classrooms and in pupils' books during the inspection varied in quality and indicated that, whilst many younger pupils were working at levels appropriate to their ages and abilities, the overall attainment of the oldest pupils was of a lower standard. This directly reflected the unsocial attitudes and behaviour traits some of these older pupils have developed. The potential for unsatisfactory behaviour was evident in a well taught Year 6 lesson on thermal insulation, where the pace of the lesson was affected by the need for the class teacher to constantly remind a small minority of would-be disruptive pupils about their behaviour. She had no alternative and controlled them in a professional and meaningful manner but in so doing affected the learning opportunities of the majority of the other pupils.

96. The quality of teaching of science observed during the inspection ranged from satisfactory to good and was good overall. In all lessons, planning was effective, learning objectives were openly stated and resources well used. When teaching was good, the pace of lessons was brisk. In addition, work was well matched to the differing needs and abilities of pupils, expectations were high and teaching methods effective. In one well taught lesson on the importance of a 'fair test' in investigative science, the teacher's lesson planning was very effective. It linked clearly to previous work, pupils were encouraged to join in all activities, and the good use of resources, including the use of computers and digital images, aided learning. Pupils seemed keen to learn and by the end of the lesson, there was evidence to suggest that nearly all pupils had increased their understanding and knowledge of fair testing.

97. Coverage of all areas of science is good in all classes, especially in relation to scientific enquiry. As pupils move through the school they are given regular opportunities to increase their understanding and knowledge of investigative skills including prediction, fair testing, observing, measuring, recording and interpreting data. Pupils learn about materials and their

properties, physical processes and life and living things, principally through investigations. The work of Year 2 pupils showed evidence of coverage of all National Curriculum requirements. Pupils had investigated the use of plastic, planned and carried out experiments on simple electrical circuits, and investigated how we use our senses. Year 5 pupils had investigated evaporation and been given opportunities to increase their understanding of solids, liquids and gases. They had studied different diets and investigated how to make flutes out of straws. Overall, pupils in all year groups had been given similar opportunities to increase their knowledge and understanding of all areas of science linked to the National Curriculum.

98. Pupils' attitudes towards the subject were variable and it was evident during the inspection that the attitudes and behaviour of a minority of older pupils in some observed science lessons was poor. Even so, the attitudes and behaviour of the majority of pupils towards the subject ranged from satisfactory to good. Most pupils liked science and the practical and meaningful way in which it was delivered. In a Year 5 lesson on developing understanding of the pollination process, all pupils thoroughly enjoyed the reading of a play about a young bee being taught about the different parts of a flower and how to gather pollen. They seemed eager to engage in practical activities. Towards the end of the lesson groups of pupils presented their findings to the rest of the class with enthusiasm and in a manner, which reinforced learning.

99. Leadership and management of science are very good. The co-ordinator, who is a science specialist herself, has developed the school's scheme of work so that it reflects the needs of pupils and maximises the expertise of staff, many of whom have not been given the opportunity for further professional development in this subject for several years. The school's policy for the teaching of science encourages an investigative approach, based, as far as possible, on practical activities in order to develop pupils' natural curiosity about the world around them. All classes follow the same programme of study and the co-ordinator monitors teaching through classroom observations and scrutiny of planning. Assessment of pupils' progress in science has yet to be developed on a whole school basis. Presently, a newly developed scheme for assessment is in use in Year 1 and Year 2.

100. Resources for teaching science are good and cover all areas of study associated with the National Curriculum. Nearly all are up to date, easily accessed and seem well used. Resources for investigations into the use of electricity are particularly good. Information and communication technology is used to reinforce learning in science and pupils, for instance, used computers and digital images when carrying out investigations into forces in Year 2. Links between science and other subjects, art for instance, were evident during the inspection, as were links to numeracy and literacy.

ART AND DESIGN

101. By the time they are seven and eleven years old, pupils produce work that is above national expectations because of the good teaching they receive and the additional opportunities to work with visiting artists and potters. These add a strong cultural dimension to pupils' work and experiences. All pupils, including those who learn English as an additional language or who have special educational needs, achieve well because the activities are planned thoughtfully and pupils are encouraged to develop their own ideas.

102. By the time they are seven, pupils use paint, collage, pens and pencils to create an interesting range of imaginative and illustrative work of high quality. For example, pupils in Year 1 create an interesting and attractive timetable with drawings of some of their lessons during the week. The delightful circle of happy faces in 'Circle Time' is particularly appealing. Pupils work with charcoal and chalk, and use marbling techniques to create interesting and colourful pictures. Pupils in Year 2 make decisions about which activity to pursue in the

lesson. Two groups made 'box' sculptures, using their own imagination about what techniques to use. Pupils work confidently with all materials, paintbrushes and scissors. In a four week project with a visiting artist, Years 1 and 2 pupils produced colourful and imaginative designs for a mural. They drew very lively trees and leaves because they were taught good skills in observational drawings. Some drew animal faces which were colourful, had lively expressions and beautifully executed whiskers. Many of the original drawings can be seen in the charming mural that now exists outside the reception class.

103. Seven to eleven year olds are taught well and learn effectively, making good use of their sketchbooks. These contain interesting planning ideas and preparation for using certain techniques. Pupils in Year 3 consider the work of famous artists to see how they use pattern in their work. They make stencils and printing patterns that repeat and rotate in a variety of shapes and with good use of colour. In Year 4, pupils look carefully at their pencil sketches based on the poem 'Land of Nod' before completing their paintings in the style of Chagall. They show insight into the work of Chagall, Magritte and Miro when they print with card and string block patterns based on the images they see. They look carefully at pictures of how artists portray relationships in their work before attempting their own thoughtful sketches.

104. Pupils' observational drawing work shows an increased understanding of the appropriate use of pencils to give added form and depth to line drawings. This is shown effectively in Year 5 when pupils add good details of features to their portraits and use a viewfinder to draw fine details of dream settings. Some of this detail is seen in posters pupils design, and the fascinating range of hats for the 'Mad Hatter's Tea Party.' There is some high quality design and painting on many of these hats. Pupils in Year 6 practised their observational drawing skills effectively in a lesson that had clear links with science. They look carefully at the different parts of a flower so that they reinforce their scientific knowledge before attempting to make an artistic representation of the flower. About a third of pupils do this well. They design stylish headwear and write good descriptions of the design process. The range of headwear is amusing and reflects skills learned when many of the pupils designed Egyptian headwear and costumes for the carnival. The dazzling and authentic appearance of the collars and masks reflects the highly skilled teaching pupils receive and the enthusiastic use of their learning.

105. The majority of pupils look forward to art and design lessons. They develop a good perception of how artists use colour and shape effectively and this gives them confidence to attempt their own designs in a similar manner. Some pupils have a very low opinion of their own artistic ability, but teachers and support staff encourage them to 'have a go' and value any ideas and suggestions pupils make.

106. Teaching and learning in art and design are good overall. Teachers promote the use of sketchbooks well and art is used extensively in subjects, such as religious education and geography. Good use is made of the digital camera and word processing for labels and descriptions of work done. Teachers and support staff work very well together and encourage pupils to work together and reflect upon their work and what they have achieved.

107. The subject is well co-ordinated and resources for the subject are good. There is an enthusiasm for raising standards and ensuring that pupils improve and extend their skills and understanding as they move through the school. Artistic experiences, including visits to museums and workshops, or specific projects to enhance the appearance of the building, provide valuable opportunities for learning new techniques and working together. The art club is a valuable opportunity for pupils to learn additional skills as pupils work on specific projects in a calm, relaxed atmosphere. Pupils' framed work is displayed importantly and attractively around the school. Classes have interesting displays of two-dimensional and three-dimensional work, and the use of posters designed by pupils endorses the important part pupils have to play in getting others to listen to important messages about behaviour and attitudes. Art and design makes a very strong contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

108. Owing to timetabling arrangements it was not possible to observe any lessons in design and technology during the period of the inspection. Evidence drawn from an analysis of pupils' work and from planning, indicates that standards at the end of Year 2 and Year 6 are similar to those expected nationally for pupils of these ages. The curriculum is planned in a satisfactory manner and most pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory overall progress.

109. Design and technology is taught in all classes. As pupils move through the school they are given opportunities to use an increasing range of tools and materials and this was evident in the work scrutinised during the inspection. The school's scheme of work, which is linked well to the National Curriculum, is comprehensive and emphasises the importance attached to building up pupils' skills gradually in designing and making as well as evaluating.

110. Work on display in the infant classes shows that pupils had been given the opportunity to design and make, for instance, pencil boxes, moving vehicles, candle holders and Christmas and Divali cards with moving parts. Work on display was of a good standard and showed that pupils can cut things out using scissors, assemble models and join things together. There was evidence of satisfactory skill development in measuring and using tools. Some models had been altered in order to improve them. The display was impressive, but may have not been typical of the general standard of work. However, comparisons between the work on display of Year 1 and Year 2 pupils showed clear evidence of progression in designing and making as they move through the two classes.

111. Work in all classes shows that pupils had been given regular opportunities to develop skills and understanding in the subject. Year 5 pupils have designed, made and evaluated boxes, and their work shows evidence that they have been given opportunities to generate their own ideas and continue to develop skills in using tools and evaluating work. In addition, pupils have been given good opportunities to develop their expertise in food technology and have made pizzas, curry dishes and food for Divali. During the inspection, pupils were engaged in designing and making toys with moving parts and some of the toys on display, although at the early stages of development, were quite impressive. Year 6 pupils had been given limited opportunities to further develop their understanding and knowledge of the subject, although they had, for instance, designed and made hats to an overall satisfactory standard.

112. Subject leadership and management are satisfactory. The co-ordinator has been in post for only a short length of time but had the experience of co-ordinating design and technology in her previous school. Teaching staff have received little in-service training in teaching design and technology in recent years and there are no processes in place to check the quality of teaching of the subject. There is no school based procedure for assessing and evaluating the progress of pupils' learning in design and technology.

113. Resources for teaching all aspects of the subject are satisfactory. They are located both within individual classrooms and in an easily accessed central storage base.

114. Links between design and technology and other subjects, such as art and multicultural education, were evident from teachers' planning and pupils' work. However, links to ICT were not as evident. In addition, there was little evidence of the use of assessment to inform planning or the use of assessment procedures in general.

GEOGRAPHY

115. Standards in geography are in line with national expectations at the end of both Year 2 and Year 6 and pupils in all age groups, including those with special educational needs and those for whom English is an additional language, make overall satisfactory progress in this subject.

116. The school's agreed policy for the study of geography, which is presently under review, is based on developing pupils' knowledge of their local environment and extending their awareness and understanding of the wider world. The whole school scheme of work, which addresses aspects of inclusion and equal opportunities, is followed by all classes and is well linked to the National Curriculum.

117. An analysis of work showed a gradual build up of investigative skills and geographic understanding as pupils progressed through the school. In all classes, pupils are given opportunities to develop their knowledge of where people live and to contrast their localities with those found in other countries. Whilst Year 1 pupils, for instance, are given opportunities to become aware of the local area and the school, Year 3 pupils study the local neighbourhood in greater depth and Year 5 pupils study contrasting localities. The present Year 5 had recently been on a field trip to Corsham and had compared life there to living in Bristol. They had completed map work, traffic surveys and had studied other aspects of the town to some depth. Work was of a variable quality and it was evident that, as most tasks seemed to be pitched at one level, some lower attaining pupils struggled with some aspects of it.

118. The curriculum is soundly planned and the subject is taught effectively. The standard of teaching observed during the inspection ranged from satisfactory to very good and was good overall. In a very good Year 2 lesson about the island of St. Lucia, the teacher had prepared the lesson in detail and pupils were invited to pack a real suitcase with items they would need for a holiday to the island. The teacher taught the lesson with confidence and made the whole session relevant to the pupils by discussing their own experiences of travel. As individual pupils placed items into the suitcase, the teacher asked them why they would take their chosen items on holiday. Nearly all answers showed evidence of an understanding of the warmth of the climate of St. Lucia. However, one girl placed a sweater into the case to the teacher's surprise until the pupil explained that it would be needed if they were ever to climb the mountain situated in the middle of the island!

119. Pupils' attitudes to the subject ranged from unsatisfactory to very good in observed lessons and were good overall. Most pupils seemed to enjoy learning about geography and their behaviour reflected this. Unfortunately, a small minority of pupils in a Year 4 lesson seemed intent on causing disruption and this affected the learning of the other pupils.

120. The subject co-ordinator's management and leadership of geography are satisfactory. The teaching of geography is monitored through the regular analysis of planning and staff expertise to teach the subject has recently been reinforced by input from the local advisory service. Pupils' progress is regularly assessed in some classes but there is no whole school approach to assessment in this subject.

121. Resources for teaching geography are satisfactory, easily accessed and meet the needs of teaching the subject. The school uses borrowed resources from the central library in Bristol when required. The use of ICT to support the teaching of geography was not evident during the inspection.

HISTORY

122. Owing to timetabling arrangements it was not possible to observe any history lessons during the period of the inspection. Evidence drawn from the analysis of pupils' work and from planning, indicates that standards in history at the end of Year 2 are similar to those

expected nationally. It was not possible to judge standards or evaluate achievement at the end of Year 6 due to insufficient evidence being available. However, the analysis of work of Year 5 pupils showed that standards are similar to those expected nationally for pupils of this year group. The school curriculum is planned in a satisfactory manner and most pupils, including those with special educational needs, and those for whom English is an additional language, make satisfactory overall progress from Year 1 to Year 5.

123. The school's policy for history promotes mutual respect and the tolerance of all cultures and the school's scheme of work for history reflects this. Long term planning for the subject is linked well to the requirements of the National Curriculum and the school encourages an enquiry based approach to the teaching of history whenever appropriate.

124. Year 1 pupils have based their learning of history on how toys have developed through the ages. Their work showed an emerging sense of chronology and some knowledge of aspects of the past. Work was of a practical nature and pupils had been given opportunities to develop concepts about time and build up an understanding of historical stories, for example of Guy Fawkes.

125. Year 2 have studied the Crimean War through the eyes of a nurse. They have written cards to soldiers and some of their comments showed an increasing understanding of the period. They had, in addition, covered more recent history to an appropriate depth in a practical way in topics, such as looking at the similarities and differences between Victorian and present day schools and had compared Victorian clothes with their own. Work showed evidence that pupils were beginning to recognise why people living in the past acted as they did and that they were beginning to develop knowledge of the past beyond living memory.

126. By Year 5, pupils have continued to develop their knowledge and understanding of the subject and their topic work about Ancient Greece reflects this. There was evidence to show that pupils were beginning to select and combine information from different sources. Their overall work shows that their knowledge and understanding of historical events and periods has increased and that pupils can describe similarities and differences between past and present societies.

127. Pupils in Year 6 have not covered any history in the present school year because of the behaviour and attitude problems of a minority of pupils within this year group. The school plans to address this in the forthcoming term.

128. Management and leadership of the subject are satisfactory and the teaching of history is monitored by the subject co-ordinator. The proficiency of staff to teach the subject is sound and in-service training for teachers has been planned for the near future to reinforce teachers' knowledge and understanding. Assessment of pupil progress is not used on a whole school basis and is at present in the early stages of trialling.

129. Resources for the subject are good, easily accessed and meet the needs of teaching the history National Curriculum. Linkage between history and other subjects, such as ICT, is good and this was evident during the inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. By the age of seven, standards meet national expectations in ICT. Pupils, including those with special educational needs, and those for whom English is an additional language, make satisfactory progress in their learning. In Years 3 to 6, all pupils make good progress and by the age of 11, standards exceed national expectations. Good teaching linked to the successful use of the school's new 'ICT-Suite' is having a positive impact on the standards achieved.

131. Pupils work hard to apply their literacy skills when using computers. They show satisfactory application of their knowledge and understanding of punctuation when writing stories and poems. However, standards in spelling are less secure. In numeracy, pupils use spreadsheets accurately to solve mathematical problems. In science, pupils use the Internet to research information on the factors which influence human beings staying alive.

132. By the end of Year 2, pupils are confident in the key skills of using the mouse and keyboard. They know how to 'log on' and 'log off' when using the school's networked computers. Pupils are confident in loading and saving their work. In retelling their favourite fairy stories, pupils showed good skills in word processing. In Year 1, pupils showed good imagination in creating patterns using a graphics program.

133. By the end of Year 4, pupils are confident in combining text and graphics, including 'clip-art' and digital photographs. Word processing skills are developed successfully, particularly in the layout and presentation of poems. In Year 5, more able pupils show very good word processing skills, linked to impressive use of literacy skills when writing their own 'fables'. Pupils use word processing skills successfully to write letters in the correct style and format. They are confident in using the Internet as a means of research. In their work on the 'Rainforest', pupils in Year 6 showed very good skills in their high quality presentations of key facts, including imaginative use of fonts, layout and imported graphics, including digital photographs. The school has a clear and detailed 'Internet' access policy.

134. Teaching is good and makes a significant contribution to the standards achieved. Teachers have gained confidence and expertise in teaching the subject as the result of successful NOF (New Opportunities Funding) training. In lessons, teachers are confident in using the interactive whiteboard to demonstrate key skills, for example in a Year 3 lesson on how to change font sizes and colours. During lessons, teachers move around the suite supporting and encouraging those pupils who need additional help. Learning support assistants make a valuable contribution in supporting pupils with special educational needs and English as an additional language. As a result, all pupils are included fully in lessons and they make good progress.

135. The subject is effectively led and managed by the hard working and enthusiastic co-ordinator. She has a very clear vision as to how the subject needs to develop and this is shown in her detailed action plan. On going training for teachers is a key focus for future developments. The school used its NGfL (National Grid for Learning) funding efficiently to develop its 'ICT Suite'. Resources are good and make a positive contribution to the standards achieved and to the quality of teaching. As part of being in an Education Action Zone, the school benefits from the additional support of a teacher for one day per week. She has developed an effective link with the school and contributes significantly to improving standards.

MUSIC

136. By the ages of seven and eleven pupils attain the standards expected for their age in music. Pupils show maturity in performance and an enjoyment of music making activities. There are particular strengths in the teaching and learning of singing. For example, there is consistent teaching of techniques for improving posture, breathing and warming up exercises. Pupils who learn English as an additional language or who have special educational needs achieve well because of the clear explanations and practical approach used in most music lessons.

137. In lessons and assemblies, pupils build up a good repertoire of songs and switch their singing to different speeds and other moods because the songs are interesting and well chosen. This was particularly evident in the music at the Christmas concert when voices combined well with a range of instruments. Pupils sing rhythmically and tunefully. Their

diction is clear and they listen carefully to the music that comes between the lines and verses. Pupils concentrate well so that they learn melodies and words quickly and keep their lines going well in two and three part rounds.

138. Pupils in Year 1 distinguish well between long and short sounds. They concentrate very well when reading their own compositions to play to everyone in assembly. In Year 2 pupils develop their learning about loud and quiet sounds further. They make many suggestions about different quiet sounds they hear before coming to school, 'trees swishing and birds'. Pupils contrast these with loud noises such as, 'doors slamming'. Pupils create a delightful range of their own drawn symbols for loud and soft. The teacher explained that when pupils put these symbols into their music they, too, would be composers and they were sorry when the lesson ended. They looked forward to the next lesson.

139. Pupils in Year 3 are learning how to listen to music and discuss their thoughts and feelings about it. Although a few are reluctant to do this at the moment, pupils all join in the chanting and clapping of the rhythm of each line of a poem. They speak the poem very expressively and try hard not to touch the instruments when they go to their places. Pupils listen and concentrate well, improving their playing of the lines of the poem each time they play, and clearing up extremely sensibly at the end of the lesson. The majority of pupils in Year 4 draw symbols for pitched sounds on instruments and play them as a group because the teacher works very hard to organise groups into working together and performing their compositions. A small minority of pupils, however, still find it difficult to work as a member of a team and not all of the group complete the activity.

140. Pupils enjoy music making activities, especially when playing instruments. On most occasions, they work sensibly together and share instruments well. Levels of concentration are good and most pupils listen well, although some often find it difficult to express opinions and ideas about their work. Some, however, are very clear about what they have learned in lessons and are pleased with their achievements.

141. The quality of teaching in the lessons seen was good. Teachers provide a wide range of interesting opportunities and musical experiences that enable pupils to learn how to listen to music and improve their skills in playing instruments and composing. Teachers plan lessons effectively to include appropriate practice and extension of what pupils know and can do. Staff encourage pupils to participate with enthusiasm and to treat instruments as precious objects.

142. Music is seen as integral to most vital elements of the school and contributes to work in many subjects, for example, dance and history. Good use is made of high quality recording equipment and the school has produced its own CD-ROM of the Christmas concert. However, music programs are not used extensively in ICT. The selection of music for assemblies is helpful in providing pupils with opportunities to listen and reflect upon the music they hear around them. Pupils who have high quality tuition from a visiting teacher on keyboard, violin and guitar are proud of their achievements and want to share their skills in music lessons. Pupils who learn to play the recorder in a very enjoyable club at lunchtime make valuable contributions to assemblies and concerts and the choir sings complex songs extremely confidently because they are taught these very well. The co-ordinator, who has considerable interest and enthusiasm for music, provides good support for other colleagues, particularly in the teaching of singing. The curriculum has been developed effectively so that all elements are taught over the year. Music makes a very good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

143. By the age of seven, standards in physical education exceed expectations for pupils of this age. As the result of high quality teaching, pupils, including those with special educational needs, and those for whom English is an additional language, make very good progress in their learning. There was insufficient evidence to make a judgement on standards achieved by the age of 11. However, in gymnastics, standards are well below expectations for 11 year olds and progress for all pupils is unsatisfactory. Only fifty per cent of pupils in Year 6 meet the national expectation of being able to swim 25 metres unaided.

144. By the end of Year 2, pupils know the importance of regular exercise and why lessons begin with a 'warm up' and end with a 'cool down'. Pupils know the importance for their own health and safety of responding immediately to the teachers' 'stop' command and of working in silence. Pupils wear correct kit for lessons and good attention is paid to taping over jewellery. In gymnastics, pupils show a very good awareness and use of space. They work successfully at high and low levels. They perform imaginative and creative sequences on the floor, involving a clear beginning and end. Pupils transfer their sequences successfully to apparatus work. They get the apparatus out and put it away sensibly and safely. Pupils enjoy performing to the rest of the class and the 'audience' is positive and constructive in their comments on the performance. This makes a significant contribution to pupils' speaking and listening skills.

145. By the end of Year 6, standards in gymnastics are well below expectations. Pupils have a poor awareness of the use of space and find great difficulty in working in silence. In one lesson observed the putting out and away of apparatus was dangerous to themselves and to other pupils. For example, one pupil was carrying a gymnastics table with the legs pointing forwards and almost collided with a pupil who, incorrectly, was carrying a mat by himself. However, in a second lesson observed, pupils did show that they could achieve this task but only under the strictest of supervision. Gymnastic sequences lack any recognisable beginning and end. Floorwork skills are poor and are not transferred successfully to apparatus work. Pupils do not value the work of each other.

146. In addition the following factors have negative impacts on standards:

- Pupils wearing inappropriate kit, especially for apparatus work;
- Pupils regularly forgetting kit to avoid lessons;
- A minority of pupils who do not come to school on days when physical education is taught, including swimming lessons.

147. Pupils in Year 4 benefit from dance lessons from an African dance group. In these lessons, there is a rigorous warm up and pupils are fully active and involved throughout the lesson. One of the dancers is male and he provides an excellent role model to the boys. In the lesson observed, one boy and one girl showed gifted and talented performances. The rest of the class worked exceptionally hard and achieved well, particularly in moving to the beat and rhythm of the African drum. These lessons have a positive impact on developing pupils' multicultural awareness.

148. There is a significant variation in the quality of teaching between lessons taught in Years 1 and 2, with those taught in Years 3 to 6. In Years 1 and 2, teaching is good and, on occasions, excellent. In Years 3 and 6, teaching is poor. The factors which contribute to high quality teaching are:

- A rigorous warm-up, often to music;
- High expectations and reinforcement that pupils work in silence;
- Successful management of pupils' behaviour;
- Clear instructions;
- Teachers moving around the hall, supporting and encouraging pupils to improve their work, for example, "Make your movements look more powerful, more stronger";

- A good cool-down, with the use of music;
- Strict regard for pupils' health and safety.

149. Where teaching is poor, the key factors are:

- Insufficient emphasis on health and safety issues;
- Noise levels which are excessive and dangerous;
- Poor management of pupils' behaviour;
- No cool down.

150. The management of the subject is satisfactory. The co-ordinator has a detailed action plan to address developments in the subject. Resources are good. Pupils benefit from a good range of extracurricular activities and the opportunity to take part in competitive matches and the school's sports day. Pupils benefit from strong community links, for example with Bristol Rovers Football Club.

RELIGIOUS EDUCATION

151. Owing to timetabling arrangements it was only possible to observe one religious education lesson during the period of the inspection. Evidence drawn from both the analysis of pupils' work and from teachers' planning indicates that standards in religious education meet the expectations of the locally agreed syllabus at the end of both the infant and junior stages of education. The curriculum is planned to cater for the diverse needs of the multi-faith character of the school and most pupils, including those with special educational needs, and those for whom English is an additional language, make sound progress overall.

152. The subject is well led and managed by the headteacher who acts as curriculum co-ordinator because she *wants* to. The co-ordinator has ensured that school planning conforms to the locally agreed syllabus. The school's policy for religious education and the linked whole-school scheme of work, totally drawn up by the co-ordinator, are comprehensive and address all areas concerning equal opportunities for all pupils. The long term plan for religious education bases learning around the same themes in all year groups. Work in Years 1 and 2 focuses on developing understanding and awareness of Christianity and Islam, whilst older pupils include Sikhism in their studies. Pupils study similar topics in all year groups and these topics are revisited every year in order to increase pupils' knowledge and understanding as they progress through the school.

153. The religious education syllabus followed at present contains a nine level scale for the assessment of pupils' progress in knowledge, understanding, attitudes and skills, but assessment procedures within the school have yet to be developed.

154. An analysis of pupils' work confirms that all pupils follow the school's programme of study. Nearly all year groups have studied Islam and were in the process of celebrating Easter and Chinese New Year. Work showed a gradual build up of knowledge and understanding of religious beliefs presently held in this country. Most work scrutinised was of an at least satisfactory standard, and some was good. Year 6 pupils have studied, for instance, Divali, Christmas and Ramadan and have produced some good work on a pilgrimage to Mecca.

155. The quality of teaching in the one observed lesson was good overall, even though the class was challenging. Planning was detailed and the pace of the lesson was fairly brisk. The theme of the session was based on the story of Easter and the lesson content was structured in such a way as to be of benefit to all pupils regardless of their religious beliefs. This in many ways reflected the school's attitude towards religious education as a whole.

156. Resources to support teaching and learning are satisfactory and well used. The school has an expanding range of artefacts, books and posters on most relevant aspects of religious education and these are used to enhance teaching and learning. The school makes use of extra resources from a central city source when appropriate.

157. Because of the broad nature of the subject, links between religious education and other subjects, such as art, history and geography were evident during the inspection although no links to information and communication technology were apparent.