

INSPECTION REPORT

SCHOOL OF CHRIST THE KING

Filwood Park, Bristol

LEA area: Bristol

Unique reference number: 109243

Headteacher: Mrs Anne Peachey

Reporting inspector: Mr Harold Galley
21313

Dates of inspection: June 17th - 20th 2002

Inspection number: 243033

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hartcliffe Road, Filwood Park Bristol
Postcode:	BS4 1HD
Telephone number:	0117 9664844
Fax number:	0117 9631949
Appropriate authority:	Governing Body
Name of chair of governors:	Father Tom Finnegan
Date of previous inspection:	March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
21313	Harold Galley Registered inspector	Mathematics, History, Geography, Areas of Learning for children in the Foundation Stage.	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
9426	Lynda Barley Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2756	Mike Barron Team inspector	Science, Information and communication technology, Music, Physical Education	How good are the curricular and other opportunities offered to pupils?
30438	Roger Guest Team inspector	English, Art and design, Design and technology' Special educational needs, Equal opportunities.	How well is the school led and managed?

The inspection contractor was:

MSB Education Ltd

Broomhill
Wimborne
Dorset
BH21 7AR

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The School of Christ the King is a Catholic, voluntary aided primary school situated in Filwood Park, South Bristol. Thirty per cent of the 131 pupils on roll are Catholic. The school provides education for children aged four to eleven. In all year groups, girls outnumber boys. All but one pupil is white and, although four pupils speak English as an additional language, they are all fluent English speakers and receive no special support. Thirty per cent of pupils are on the school's special educational needs register, which is well above average. Two pupils have a statement of special educational needs under the terms of the DfES Code of Practice¹. Attainment on entry to the school is well below average; a feature of attainment on entry is the almost total lack of pupils who score in the above average range. Almost 40 per cent of pupils are entitled to free school meals, which is twice the national average. The area served by the school includes a substantial proportion of local authority accommodation and a small proportion of privately owned housing. In some parts of the area, high unemployment, vandalism and crime, much of which is drugs related, are features of everyday life.

The quality of collective acts of worship and religious education will be inspected by an inspector appointed by the diocesan council. The report will appear under a separate cover.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education overall. Standards at the end of Year 6 are well below average in English, very low in mathematics and at the national average in science. Given the well below average starting point, levels of achievement are satisfactory in English and mathematics and good in science. Teaching is satisfactory with good features in all classes. Attitudes to learning are good throughout the school. The headteacher is an effective leader and has been at the forefront of recent efforts to improve the quality of education. The school provides satisfactory value for money.

What the school does well

- Standards in science are well above the average of similar schools.
- The headteacher is an effective leader and is well supported by the governing body.
- Spiritual, moral and social development are very good.
- Provision for pupils with special educational needs is good.
- The curriculum is enriched by a wide range of high quality visitors.

What could be improved

- Standards in English and mathematics are well below the national average, and standards in design and technology are well below national expectations.
- Attendance is well below average.
- The pace of some lessons.
- Pupils' knowledge of their own learning.
- The amount of homework set, especially for older pupils.

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

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.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in March 2000. Standards have risen in line with national trends in English and mathematics and well above the national trend in science. Teaching has improved significantly, with more very good and good teaching, and an elimination of unsatisfactory teaching. Curriculum provision has been improved through the more rigorous use of schemes of work and very good use of visitors who enliven pupils' experiences. Procedures for the headteacher to monitor and support the quality of teaching are good. However, two weaknesses identified in the last report remain. The pace of lessons is still too often pedestrian, and provision for design and technology is still unsatisfactory. Nevertheless, there have been very significant improvements since the school required special measures in 1997. The school's capacity to continue to improve further is now good.

STANDARDS

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	E	E*	E	E
Mathematics	E	E*	E*	E
Science	C	C	C	A

Key

well above average A
 above average B
 average C
 below average D
 well below average E
 very low E*

The information shows that, in 2001, standards in Year 6 were average in science, well below average in English and very low in mathematics. The result in mathematics placed the school in the bottom five per cent nationally. When compared to other similar schools, standards were well above average in science, but well below average in English and mathematics. Standards at the end of Year 2 in 2001 were well below average in writing and mathematics and very low in reading. Standards seen during the inspection were much higher at the end of Year 2 and this reflects the improvements in standards across the school. In the present Year 6 there are only ten pupils and seven of these are on the school's special educational needs register; standards, then, are very low in Year 6, but the school's tracking of pupils' performance as they move through the school indicates that these pupils have made satisfactory progress over time. Standards in other subjects are in line with national expectations, apart from design and technology, where standards are below national expectations. Pupils with special educational needs achieve well throughout the school.

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.

Aspect	Comment
Attitudes to the school	Good; pupils are keen to learn and are courteous and friendly.
Behaviour, in and out of classrooms	Good; the vast majority of pupils behave very well and the occasional incidents of poor behaviour are dealt with effectively.
Personal development and relationships	Relationships are very good and there is a good range of opportunities for older pupils to take responsibility, although there are not enough opportunities for pupils to show initiative.
Attendance	Well below average and, despite concerted efforts by the school which have led to a slight improvement this year, it is worse than it was two years ago

TEACHING AND LEARNING

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

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 satisfactory overall, with strengths in personal, social and emotional development and in mathematical development. In Years 1 to 6 teaching is satisfactory overall, but with good features in all classes. Around half the lessons seen were satisfactory, with one third being good, and the rest very good. There was no unsatisfactory teaching. All lessons are well organised and have a calm and purposeful atmosphere. Some otherwise good lessons, however, have a pedestrian pace and are sometimes simply too long. Teaching in English and mathematics is satisfactory with effective use of the National Strategies for Literacy and Numeracy. Teaching of pupils with special educational needs is good throughout the school. Teaching in other subjects is satisfactory. Work sampling indicates that there are some weaknesses in the teaching of design and technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum enriched by a wide range of visitors whose skill and enthusiasm stimulate learning opportunities.
Provision for pupils with special educational needs	Good. Pupils achieve well because of the clear targets in their individual education plans and the effective co-operation between teachers and support assistants.
Provision for pupils with English as an additional language	Four pupils have received effective support in the past and, since they now speak English fluently, they no longer receive any extra support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Assemblies are especially effective in supporting spiritual and moral development. Very good relationships underpin the very good social development. Cultural development is good.
How well the school cares for its pupils	The school provides a very caring environment. Procedures for assessing pupils' attainment and progress are good. The monitoring of behaviour is especially effective.

Parents support the school well, with many having very positive views about its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an effective leader and has been at the forefront of significant improvements since the last inspection. She is ably supported by senior staff.
How well the governors fulfil their responsibilities	Satisfactory. Governors have a wide range of skills that are used to the benefit of the school.
The school's evaluation of its performance	Good. The school looks critically at its own performance and analyses performance data effectively.
The strategic use of resources	Good. The budget is well managed and the school makes effective use of the resources available to it.

Staffing and accommodation are satisfactory. Learning resources are satisfactory in all subjects except design and technology. The school applies the principles of best value well in all its spending decisions and gives satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school and are keen to learn. • Teaching is good and children make good progress. • Behaviour is good and the school helps children to become mature and responsible. • The headteacher is an effective leader. • The way in which the school's appearance has improved since the installation of perimeter fencing last year. 	<ul style="list-style-type: none"> • The amount of homework set, especially for older pupils. • The range of activities outside lessons.

Inspectors broadly agree with the positive views expressed by parents. Concerns about homework are justified, and this is a key issue for school to address. The range of out of school activities is judged satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is well below average. A feature of baseline assessments, made shortly after children join the school, is the almost total lack of any children in the above average range, and a very high proportion of children in the well below average range. Children achieve satisfactorily in the Foundation Stage³ (reception) but, because of the low starting point, are not on course to meet the Early Learning Goals⁴ in any of the areas of learning before they enter Year 1. There is a positive and effective emphasis on children's personal, social and emotional development and on mathematical development, and children achieve well in both these areas of learning.

2. Results of 2001 National Curriculum tests and teacher assessments show that, by the end of Year 2, standards were well below the national average in writing and mathematics and very low in reading. When compared to similar schools⁵, standards were below average in mathematics and well below average in reading and writing. Standards in science were below the national average, but average when compared to other similar schools. Standards observed during the inspection in Year 2 were broadly similar to the previous year in mathematics and science, but were much higher in reading and writing. The school's determination to improve standards is beginning to pay off and the provisional teacher assessments for pupils in the present Year 2 show a clear increase in the proportion of pupils reaching the expected standard (Level 2) in reading and writing. In other subjects,

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.

⁵ Schools with more than 35 per cent and up to 50 per cent of pupils entitled to free school meals.

standards are at the expected level, apart from design and technology where standards were below national expectations.

3. The 2001 test results show that, by the end of Year 6, standards were well below average in English, very low in mathematics and average in science. The result in mathematics places the school in the bottom five per cent nationally. When compared to similar schools, standards were well below average in English and mathematics, but well above average in science. Given the pupils' low attainment on entry, it is clear the majority achieve satisfactorily in English and mathematics and extremely well in science. Standards observed in the present Year 6 were very low in English, mathematics and science. This is because, of the ten pupils in this year group, seven have been on the school's special educational needs register for some time. Comparisons with national percentages for this small year group obviously have to be treated with some caution. Despite the very low standards, a comparison with these pupils' results in their Year 2 tests and assessments in 1998 show that they have made at least satisfactory progress over the course of their time between Year 3 and Year 6. In all other subjects, standards are at the expected level, apart from design and technology, where standards are well below national expectations.

4. Over the last four years, attainment has risen above the national trend in English and mathematics and well above the national trend in science. Standards observed in Years 3,4 and 5 indicate that this rising trend is likely to accelerate further over the next three years.

5. Pupils with special educational needs achieve well against their prior attainment and their ability throughout the school. They are successfully included in all aspects of school life. They benefit from detailed individual education plans that have clear targets that are well matched to their differing needs. These plans are closely monitored and updated on a regular basis.

6. The structures of the National Literacy and Numeracy Strategies have been successfully implemented throughout the school and make a positive contribution to the progress pupils make, as well as to the rising trend in standards in English and mathematics. There is a satisfactory range of opportunities for pupils to develop their literacy and numeracy skills in other subjects.

7. The school has set itself challenging targets to raise attainment at the end of Year 6. The unusual make up of the present Year 6 means that this year's targets are necessarily low, but targets for future years reflect the school's determination to raise standards substantially in the near future. The school has introduced an effective tracking system in order to monitor the progress of pupils in English, mathematics and science and this is leading to higher expectations of what should be achieved.

Pupils' attitudes, values and personal development

8. Pupils are keen to come to school and most pupils show a very good level of interest in their work. Where the task is appropriate and gives sufficient challenge, pupils are able to sustain concentration. Pupils contribute readily in class and their speaking and listening skills are developing positively. They follow instructions accurately. Most are keen to make progress and complete tasks, but they are given insufficient opportunities to take responsibility for their own learning.

9. The behaviour of most pupils is good, although instances of poor behaviour remain among a small number of older boys. Pupils show a good degree of respect for property and equipment. The majority are friendly, show some courtesy and are trustworthy. The behaviour policy promotes good behaviour very effectively. All staff, including lunchtime supervisors, play an important part in promoting good behaviour. The use of separate playtimes and basic play equipment at lunchtimes beneficially promotes positive play. Pupils

with behavioural difficulties are well managed by the school and the significant number of exclusions is effectively used to manage a small core of disruptive boys.

10. Relationships between pupils and adults are very good. They are for the most part based on mutual respect and positively promote learning. Pupils listen to each other and show consideration for other people's feelings and values. This is particularly promoted by circle time held regularly in each class where pupils have the opportunity to reflect on what they do. Pupils are mutually supportive with older pupils supporting younger ones at lunchtime. Pupils are positively developing skills in collaborative work, particularly in physical education.

11. Pupils take responsibility for their own actions and express themselves with increasing confidence. Older pupils assist, for example, at lunchtime and in general school life. Some pupils are willing to take responsibility, but they lack suitable opportunities to show initiative.

12. Levels of attendance at the school continue to be unsatisfactory and well below the national average. Pupils' attendance for the last reporting year was 91.1 per cent and the level of unauthorised absence was 1.3 per cent which is above the national average. The school has worked hard to redress this situation, but with limited success as levels of attendance are lower than at the time of the previous inspection, when it was identified as a key issue. Provisional figures for the present academic year do show a very small improvement on the previous year. A significant number of families take holidays during school terms while a small core of pupils take regular unauthorised absence. There are instances of persistent lateness amongst a high proportion of pupils. However, registration provides an orderly start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Teaching and learning for children in the Foundation Stage (reception) are satisfactory overall, with strengths in personal, social and emotional development and mathematical development. The teacher and learning support assistant work effectively together to provide a calm, relaxed atmosphere which allows children to settle quickly to the demands of school life. Teaching places considerable emphasis on the development of basic number skills, and the constant repetition of number facts through enjoyable games and rhymes leads to good levels of achievement in this area of learning. Weaknesses include insufficient focus on the development of writing skills and inadequate use of information and communication technology (ICT) to support children's learning.

14. Throughout Years 1 to 6, teaching and learning are satisfactory with good features. The profile of teaching in each class is broadly the same, apart from the Year 4 class. That is, around half of lessons are satisfactory with the remainder being good or better. There is no unsatisfactory teaching. In the Year 4 class, however, teaching is consistently good with some very good features.

15. There are several common features to teaching throughout the school. Lessons are well organised and explanations are given clearly. Teachers know pupils well and the very good relationships in every class lead to a calm and purposeful learning environment. All teachers make effective use of the National Strategies for Literacy and Numeracy and this underpins the satisfactory quality of teaching in English and mathematics.

16. Good lessons are characterised by a brisk pace and lively presentations by the teacher. Often humour is used well in these lessons to create a relaxed atmosphere and encourage positive attitudes from pupils. Teachers have high expectations leading to good learning of basic skills. Resources are used effectively to keep pupils on task so they learn at a good rate. The best teaching took place in Year 4, where lessons had consistently good pace and pupils' commitment to learning was very good indeed.

17. A notable feature that contributes to the overall quality of teaching and learning is the very good use the school makes of visiting specialists. During the inspection, very good lessons were presented by an African dance teacher and an ICT specialist.

18. Satisfactory lessons had some of the above characteristics, but were presented in a slower more pedestrian fashion. In some lessons, time was not used well. Often lessons were simply too long and continued long after pupils had achieved the learning objective of the lesson. In English and mathematics lessons, a consistent weakness was that learning objectives were not shared with pupils at the start of the lesson and at the end of the lesson (the part known as 'the plenary') teachers rarely challenged pupils to evaluate the extent to which they had achieved the objectives of that lesson. As a consequence, pupils' knowledge of their own learning is poorly developed. Work sampling indicates that there are some weaknesses in the teaching of design and technology.

19. The assessment of pupils' work is satisfactory. The school has developed a sound range of strategies for monitoring pupils' progress as they move through the school. Pupils' work is marked regularly and effective use is made of praise and encouragement which help to raise pupils' self esteem. However, despite some very good marking in mathematics in Years 3, 5 and 6, marking overall rarely gives pupils a clear idea of their strengths and weaknesses, nor what they need to focus on in order to improve further.

20. Pupils with special educational needs learn well throughout the school. Careful use of individual educational plans, good adult support and regular assessment of their progress ensures that they have every opportunity to learn. Teaching integrates special educational needs pupils well. However, the focus of some class lessons is at a level which does not allow them to participate fully. In these lessons, pupils become compliant and silent. Additional support personnel sit and listen to the teacher rather than supporting some of these pupils. Conversely in group work and pair activities support is good. Support assistants know pupils well, are familiar with their needs, and ensure good progress is made.

21. The quality of learning reflects the satisfactory and good teaching, and is enhanced by pupils' positive attitudes in all classes. All lessons have a purposeful atmosphere. However, homework does not make enough contribution to pupils' learning, especially with regard to pupils in Years 5 and 6.

22. The quality of teaching and learning has improved significantly since the last inspection and progress since the inspection of 1997 is nothing short of remarkable. This is best exemplified by a comparison of the percentages of unsatisfactory teaching over time. In the 1997 inspection, this was 27 per cent, by the time of the 2000 inspection this had been reduced to 16 per cent and it has now been entirely eliminated. These improvements owe much to the effective leadership of the headteacher whose monitoring of teaching has led to best practice being shared, and the expectations of all teachers raised considerably.

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

23. Overall the school provides a broad, balanced and relevant curriculum, which fully meets statutory requirements. The provision for pupils with special educational needs is good throughout the school. Sex education is provided as part of a broader programme of personal, social and health education. Drugs education, however, is not provided. Nevertheless, improvement since the last inspection is good.

24. The quality of the curriculum and the range of learning opportunities offered to pupils are both good and the curriculum is enriched by the range of visitors to the school and the provision of a good programme of educational visits for pupils to interesting places in the

south west of England. During the inspection, for example, pupils in Year 4 were given the opportunity to learn about African dance from a visiting teacher and participated very well in the session.

25. The school has developed effective strategies for teaching literacy and numeracy skills and these have contributed to a rise in standards of attainment in these subject areas. The quality of teachers' planning is good and work set usually reinforces and builds on previous learning. Teachers work co-operatively to plan the curriculum on a whole school basis and, as the match of teachers and support staff to the demands of the curriculum is satisfactory, this assists most pupils to make satisfactory progress in all classes.

26. Curriculum co-ordinators have agreed their roles and responsibilities with the headteacher and are fully empowered to manage and lead in their subject areas. All co-ordinators deliver an annual report to the governing body about their subjects. In addition all subject areas have link governors attached. These governors meet with individual co-ordinators on a regular basis. These arrangements have positive effects on the quality of the curriculum provided.

27. Provision for extracurricular activities is satisfactory and pupils have access to a range of clubs, some of which are funded by outside bodies. These include well attended football, netball and athletics clubs. In addition, the school runs popular lunchtime clubs for pupils.

28. 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.

29. Provision for pupils' personal, social and health education is good. In several areas provision is very good but the school does not offer drug related education to pupils. Pupils are encouraged to take responsibility and work together and they are taught to respect themselves and others. Pupils' views are valued and personal, social and health education is a timetabled subject in all classes and is reinforced very effectively in assemblies. Learning support assistants act as counsellors and mentors to pupils encountering personal difficulties.

30. The school is fully inclusive and pupils with special educational needs have equal access to the curriculum and the school's rich use of visiting specialists. Pupils with special needs are carefully identified and appropriate individual plans devised for them. They are aware of their targets and have support in achieving them, academic or behavioural.

31. The school has good links with the community and especially close links with the local church, where the school provides a choir to sing in church services. There are regular visits from, for instance, Bristol City Football Club, and the school is presently engaged in building up good links with local businesses.

32. Relationships between the school and partner institutions are very good. The school is part of a group of local schools in the Knowle West Schools Plus Project that aims to work together to tackle local underachievement of pupils, their families and the wider community. In addition the school is part of a larger cluster of schools that works together to, for instance, submit joint bids for funding and share educational experiences and expertise. Headteachers of these schools meet on a regular basis, as do the special educational needs co-ordinators. Planning has recently taken place to provide joint in-service days for teachers at these schools. Links with the local secondary schools, to which the pupils transfer at the age of eleven, are good and this assists pupils to make the transition from primary to secondary education in a relatively easy manner.

33. The school makes very good provision for pupils' spiritual, moral, social and cultural education. Provision for pupils' spiritual, moral and social development is very good and provision for pupils' cultural development is good. This represents an improvement since the

previous inspection, which reported that the provision for spiritual, moral, and social development was good and that the provision for cultural development was sound.

34. The school promotes pupils' spiritual development very well and this is in many ways a reflection of the Christian ethos of the school and very good links with the local church. As they progress through the school pupils are given opportunities to celebrate their own beliefs and are taught to respect and appreciate the convictions of others and to understand how their actions can affect fellow pupils. They are given many opportunities to reflect on the awe and wonder of nature and the world in which they live. Pupils' achievements are celebrated in assemblies and are recorded in displays throughout the school.

35. The provision for moral development is very good. The school promotes an atmosphere of equality, respect, tolerance and trust, and provides a clear underlying moral code as a basis for behaviour that is consistently promoted throughout the school. Pupils are given opportunities to explore and develop moral concepts and values. An example of this was observed during the inspection when pupils were encouraged to think and reflect on values during a well structured school assembly. Adults who work in the school act as good role models for moral development. All pupils are always expected to understand the difference between right and wrong and to take responsibility for their actions.

36. Provision for pupils' social development is very good and this is linked in many ways to the provision for pupils' moral development. The school fosters a sense of community with common, inclusive values. Pupils work together co-operatively and the ethos of the school encourages pupils to respect and recognise social differences and similarities. Pupils are polite, friendly and eager to be of assistance. Behaviour observed during the inspection was good and this reflected the positive attitudes of pupils towards the school. Good use is made of 'Circle Time'⁶ to reinforce positive attitudes and help pupils resolve tensions and an 'Emotional Literacy' programme is presently being trialled and is targeted at improving the attitudes of disaffected pupils.

37. Provision for the cultural development of pupils is good and the school provides well structured opportunities for pupils to explore and celebrate both their own cultures and the cultures of others. Pupils have access to a number of extracurricular activities aimed at developing their skills and talents. These clubs include netball, football and athletics, run for the benefit of pupils by an outside organisation. Multicultural provision has been enhanced by visits to the school from, for example, Javanese, Indian and African dance groups as well as Japanese drummers. In addition the school plays host to the English National Ballet Company annually and holds writing events, such as poetry week. Pupils enjoy theme days and have been visited by Roman legionnaires as well as the Old Vic theatre company. Younger pupils are given the opportunity to visit two seaside towns and compare them, whilst older pupils are given the opportunity to take part in a residential visit during summer.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Teachers have a good knowledge of pupils and monitor personal development informally. Procedures to monitor pupils' academic progress are satisfactory and pupils are given regular targets. Support for pupils with special educational needs is good involving a number of external specialist resources and appropriate individual educational plans are in place. There is a programme of personal, health and social education, which together with circle time is held in each class. Community and charitable resources are beneficially used to broaden pupils' educational experiences and provide specific support.

⁶ In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

39. Relationships between staff and pupils are positive and very supportive. Induction procedures into the school are satisfactory and involve an induction day and interviews with staff and the headteacher. Transfer to secondary education is smooth and is enhanced by the school youth club and the residential activity based camp in Year 6. Pupils make several visits and staff from secondary schools liaise regarding pupils' learning.

40. The behaviour policy is a central feature of school life and includes an anti-bullying policy. The emphasis is on a non-confrontational approach and the celebration of positive attitudes. The policy is consistently implemented and there is very good support from all staff including lunchtime supervisors. A range of strategies is being implemented to promote good behaviour particularly at lunchtime. A racial equality policy has recently been drawn up which includes an action plan and specific targets. Local authority guidelines are utilised regarding pupil restraint.

41. The management of pupils' attendance is good and strategies are being developed to monitor and promote good attendance. Registers are accurately marked and properly monitored. Pupil absences are closely monitored by the administrative staff, a designated class assistant and the headteacher, in conjunction with class teachers. The school has regular liaison with the education welfare officer through the class assistant delegated to monitor pupil attendance and punctuality. With the support of the education welfare service, the school is involved through the local schools cluster, in an innovative, fixed term appointment of a school and family liaison officer, primarily to promote pupil attendance and punctuality.

42. The headteacher is the designated person responsible for child protection. The school uses the local authority policy for child protection and all staff have received appropriate training and guidance with regard to child protection issues. The school building and equipment are in good condition and procedures are in place to monitor pupils' health and safety. Procedures for school visits are satisfactory. Staff, including appropriately trained first aid personnel, are on duty at key points of the school day. The school provides a very caring environment which enhances the quality of learning in all classes. The school has made good progress since the last inspection.

43. Parents receive information about their child's progress through end of year written reports, open days and regular weekly opportunities to discuss pupils' targets and progress with class teachers. End of year reports provide an annual attendance record, subject based assessments and an assessment of personal development. Assessments of attainment and progress are satisfactory, but they lack direct and consistent reference to pupil targets. Parents and pupils have the opportunity to respond. Parents of pupils with special educational needs are satisfactorily involved in their children's annual reviews.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's links with parents are satisfactory. Letters inform parents about practical matters and specific events. Workshops are held regarding the curriculum and parents are invited to regular events including a science fair, art exhibition, open days, sports days, concerts, plays and school masses held on festival days. A meeting for new parents is well attended. Reading records are in use but parents lack opportunities and need clearer guidance in order to support homework. Parents find the headteacher and staff approachable and feel that complaints and concerns are appropriately dealt with. The availability of the headteacher and special educational needs learning support assistant at the beginning of the morning has been particularly effective in responding quickly to parental needs.

45. Many parents are supportive of their children's learning and a small number are actively involved in school life. There is no parent teacher association but parents organised a Christmas party for pupils and they are involved on the governing body. A few parents and

other volunteers help in classrooms or with activities and educational outings. The school is encouraging the involvement of parents in school life through individual staff links with the local community and through active participation in local community social groups, noticeably the 'Schools Plus Project' and Broad Plain community football.

46. Improvement in the quality of the school's partnership with parents and the community since the last inspection is satisfactory. However, there is a need to develop home/school links over homework especially for older pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school are good. Parents' views that the headteacher has been at the forefront of recent improvements in the quality of education are wholly justified.

48. The headteacher provides a clear direction for staff and pupils and advises the governing body fully. She continues to have a vision for the development of the school. Delegation to co-ordinators is successfully involving others in shared commitment to achievement. The head and deputy work effectively together as a management team and know the strengths and weaknesses of the school. The governing body is now fully involved with supporting the school. It has developed an appropriate committee system and governors visit the school regularly. It is aware of the school's strengths and its needs. However, the governing body's strategic role in providing a shared vision with the head has yet to be fully developed. The school development plan is carefully worked with the staff and the governing body. Its review, and the curriculum review which the head holds annually with a senior member of staff, are good management features. These enable the school to identify priorities and take appropriate action to achieve them. A key factor in explaining improvements since the last inspection has been the headteacher's rigorous monitoring of teaching and learning, which has allowed good practice to be shared and weaknesses to be tackled in a constructive and determined fashion.

49. The school is explicitly Christian and this is reflected in its aims and values which are in turn intrinsic in all its work. There is a commitment to good relationships between staff, between staff and pupils and between pupils themselves. The capacity of this school to continue to improve is good.

50. The headteacher has implemented a system of appraisal which developed into the present system of staff performance management. This has been effective in identifying professional training targets for teachers which have been implemented. The greater competence ensuing has enhanced the quality of education the school can provide.

51. The deputy headteacher acts as the school's special educational needs co-ordinator. He has a day a week out of his classroom which is largely spent on duties associated with this role. The co-ordinator effectively monitors special educational needs provision in the school, assesses individual education plans and liaises with outside support agencies. He is ensuring that the new code of practice is being fully implemented in the school. The school has a governor with responsibility for oversight of special educational needs. She is fully supportive and has undertaken good quality training in this field herself. The school has a very good explanation of its policy in the school prospectus. The policy is implemented by a caring staff, ably supported by learning support assistants who are aware of the needs of pupils. This aspect of school life is well led and managed.

52. Funds allocated for pupils with special educational needs are used well. Decisions on education spending have focused on this and the development of ICT and other core subjects. It has focused on staffing to ensure smaller class sizes. The governing body is

developing strategies to ensure best value for money is obtained and are assisted in major projects by the diocesan body.

53. The school has sufficient, suitably qualified teachers to deliver the National Curriculum effectively. Teachers have attended an array of courses to ensure their knowledge of subjects is current. Training needs of teachers have been well identified and supported through staff appraisal and latterly performance management meetings. Administration support is good with the school administrator quietly, effectively and efficiently ensuring smooth day to day organisation. Learning support staff are sufficient to ensure effective delivery of the curriculum. Other ancillary helpers, meal time assistants and kitchen staff ably assist the effective running of the school and enhance its family atmosphere.

54. The school is well provided with special needs assistants and a number of volunteer helpers from its community. These continue to have relevant training which is effectively enhancing their work. The caretaker maintains the school well and works in other capacities in the school giving him ready access to all staff. Meal time assistants provide good support at lunchtime, as do kitchen staff.

55. Accommodation is satisfactory overall. A good aspect is its spacious nature, allowing in addition to the classrooms, a large, well stocked library and large staffroom, head's office and secretary's office. There is one classroom detached from the main school in a satisfactory condition. The school has tried with some success to reduce noise at lunchtime in the large high ceiled hall by using acoustic panels. The school is surrounded with sufficient playground space and a field to allow satisfactory recreational activities. However, there is little fixed play equipment to stimulate pupils.

56. Resources for learning are of a satisfactory nature overall. There is however a need for more support of subjects other than English, mathematics and science because some of the more well used resources, notably those for physical education and music, need replacing. Development in design and technology is hindered by a lack of sufficient and appropriate tools to provide a systematic, progressive approach to this subject. There is a good large library and a small additional library serving Years 1 and 2. In both there are attractively displayed, wide ranges of books to support many curriculum areas, especially art.

57. Financial planning and monitoring by the headteacher and the finance committee are satisfactory. The finance committee, led by a very enthusiastic chairperson, is managing the school's financial resources in a satisfactory manner. Governors monitor the budget regularly and have appropriately delegated responsibilities. Resources have been focused on ICT and English, mathematics and science, and the libraries. The finance committee is aware of the need to focus spending systematically to support priorities in the other subjects especially design and technology, as well as some equipment for physical education and musical instruments. The school now gives satisfactory value for money. The carry forward budget figure, which is above recommended levels, is appropriately earmarked for future improvements.

58. The governing body now complies with statutory requirements which were lacking at the time of the last report. Good progress has been made on the key issue of implementing staff appraisal. The governing body's annual report to parents for 2001, however, had no mention of allocation of special needs funding, no overall budget record of previous year's spending, nor inclusion of pupils with disabilities. The school has no policy of induction for new members of staff, although explanatory notes for supply teachers are kept in teachers' folders.

59. Overall, leadership and management have been improved since the last report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. To further improve the school, the headteacher, staff and governors should:

- **Improve standards in English, mathematics and design and technology by:**
 - Developing pupils' speaking skills through more planned interactions between teachers and pupils;
 - Ensuring that the learning objectives of each lesson are shared with pupils at the start of each lesson;
 - At the end of each lesson, ensuring that the teacher evaluates the extent to which pupils have achieved the learning objectives of that lesson;
 - Introducing a more systematic approach to the teaching of spelling;
 - Ensuring that lessons focus on a more consistent challenge for more able pupils;
 - Improve teachers' expertise in using ICT to support pupils' learning particularly in these subjects;
 - Introducing in design and technology a detailed scheme of work to guide teachers in their planning, and thus raise the profile of this subject;
 - Improving resources in design and technology so that they at least meet the minimum requirements of the National Curriculum

Paragraphs: 2,3,56,57,77,84,87,89,91,92,93,94,97,98,102,105,128,129,146.

- **Improve levels of attendance by:**
 - Sustaining and further developing the range of strategies already in place;
 - Continuing efforts to persuade parents not to take family holidays during term time.

Paragraph: 12.

- **Make more effective use of time in lessons by:**
 - Ensuring that teachers' introductions to lessons are not too long;
 - Sharing the good practice that does exist in terms of presenting lively, interesting lessons that have good pace;
 - Reviewing the timetable to ensure that lessons are of a length that enables pupils to sustain their interest and commitment.

Paragraphs: 18,74,77,88,94,105,114,139,152.

- **Develop pupils' knowledge of their own learning by:**
 - Improving teachers' marking in order to give pupils a clear idea of their own strengths and weaknesses, and indicate what they need to do next in order to improve further.

Paragraphs: 18,19,80,94,107.

- **Increase the amount of homework set, especially for older pupils by:**
 - Reviewing the school's homework policy in order to ensure more regular homework;
 - Ensuring that as pupils move through Years 3 to 6, there is a gradual increase in the amount of homework set.

Paragraph: 46.

The following minor issues should be considered in the governors' action plan:

- Ensuring that a programme for drugs education is included in the school's personal, social and health education policy.

Paragraphs: 23,29.

- Ensuring that the school's policy forbidding the wearing of earrings is strictly followed.

Paragraphs: 80,161.

- Ensuring that the governors' annual report to parents includes all the information that is required.

Paragraph: 58.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	13	17	0	0	0
Percentage	0	18	35	47	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	131
Number of full-time pupils known to be eligible for free school meals	56

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	43

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.6

Unauthorised absence

	%
School data	1.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	14	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	8
	Girls	11	12	13
	Total	16	17	21
Percentage of pupils at NC level 2 or above	School	64 (79)	68 (79)	84 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	8	8
	Girls	12	13	14
	Total	17	21	22
Percentage of pupils at NC level 2 or above	School	68 (79)	84 (89)	88 (74)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	12	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	9
	Girls	7	3	10
	Total	10	8	19
Percentage of pupils at NC level 4 or above	School	43 (42)	35 (47)	83 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	6	6
	Girls	6	7	6
	Total	9	13	12
Percentage of pupils at NC level 4 or above	School	39	57	52
	National	72	74	82

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	107
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	19	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	18.1
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	153

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
----------------	-----------

	£
Total income	425,380
Total expenditure	435,800
Expenditure per pupil	3228
Balance brought forward from previous year	33,129
Balance carried forward to next year	22,709

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
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	132
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	3	0	0
My child is making good progress in school.	75	20	2	2	2
Behaviour in the school is good.	47	45	7	2	0
My child gets the right amount of work to do at home.	35	40	17	7	2
The teaching is good.	72	25	2	2	0
I am kept well informed about how my child is getting on.	58	28	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	33	2	2	0
The school expects my child to work hard and achieve his or her best.	72	23	3	0	2
The school works closely with parents.	49	37	8	5	0
The school is well led and managed.	63	28	3	5	0
The school is helping my child become mature and responsible.	70	23	5	2	0
The school provides an interesting range of activities outside lessons.	45	28	8	12	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. Children in the reception class make up the Foundation Stage. Currently there are 22 children in the class. All children start full time in the first half term of the school year, between the start of September and the end of October. Children are assessed shortly after they start school and the results of these assessments show attainment on entry to be very low. A notable feature of these assessments is the almost total lack of any children in the above average range, as well as a much higher proportion in the well below average range. Compared to the results in the Bristol area the school has 20 per cent of children in the well below average range compared to 4.9 per cent across the city.

62. Provision for children in the Foundation Stage is satisfactory, with strengths in personal, social and emotional development and in mathematical development. The teaching is good in these areas and satisfactory in all other areas of learning. The curriculum is well planned so children gain relevant and worthwhile experiences in all the recommended areas of learning. A strength of the provision is the early identification of special educational needs. The assessments made when children start school are used to good effect in identifying individual needs, and those children with special needs make good progress as a result. Overall, children make a sound start to their education and make at least satisfactory progress in all areas of learning.

63. Despite the progress children make, the very low starting point means that they are not on course to meet the Early Learning Goals in any of the areas of learning before beginning Year 1. However, good progress in personal, social and emotional development, and in mathematical development means that children are only just short of reaching the Early Learning Goals in these areas of learning.

64. The school has made satisfactory progress in terms of provision for children in the Foundation Stage since the last inspection.

Personal, social and emotional development

65. On starting in reception, many children are not communicative and rely on adults to make choices for them about what to do. The teacher and learning support assistant are skilful in the way they help children become independent so they can select their own activities and begin to form friendships with adults and other children.

66. Teaching and learning are good. Children are provided with a calm, caring and orderly atmosphere which enables them to settle quickly to the demands of school life. Achievement is good and reflects the care that the teacher has taken to plan for this area of learning. The provision of a wide range of practical activities, indoors and outside, ensures that there are good opportunities for children to learn through play and develop their social skills. Children soon develop a sense of responsibility in the classroom as they organise their own milk and 'tuck'. When preparing for physical education lessons, most children get dressed and undressed with a minimum of adult help.

67. When working in groups, children help each other and concentrate well, always trying hard to achieve successful results. There is a good range of opportunities for children to develop teamwork and co-operation. In the outside area, for example, children share the wheeled toys and take turns in a sensible and mature fashion.

68. Relationships with the teacher and support assistant are good and underpin children's good social development. All staff are good role models for children.

Communication, language and literacy

69. Many children join reception with very poor communication skills. The good rapport that the teacher has established with children encourages them to speak and they are keen to offer contributions and ask questions, particularly when the subject matter is of interest to them. For example, they had plenty of suggestions to offer when asked to describe their favourite ice cream. Other children listen politely, but a significant number rarely respond. The teacher sometimes misses opportunities to draw out children's ideas and is too often satisfied with one word answers. As a result, children achieve well in terms of their listening skills, but only satisfactorily in terms of their speaking skills.

70. Teaching is satisfactory. Well chosen stories help children develop an interest in books. Children enjoy nursery rhymes, action songs and poems where they can predict the words. There is a daily, modified literacy lesson and good use is made of the learning support assistant to provide appropriate work for children of differing ability. Displays around the class emphasise the importance of initial sounds and children's skills in this area are developed well. In one lesson, children enjoyed finding a range of items beginning with 'r', such as rabbit, ring, rake and ruler. Children's progress in reading is enhanced by the daily encouragement they receive to take a book home and share it with family members.

71. Alongside these strengths of teaching, there are weaknesses which mean teaching is satisfactory rather than good. With regard to the development of reading skills the reception class does not have a book corner that invites children to relax and sit quietly with a favourite book. During the inspection, there were few examples of children choosing to look at books. Similarly, there were few examples of children developing their writing skills. The teacher does encourage a 'have a go' attitude to writing, but a scrutiny of children's work shows that children's opportunities to write are far too infrequent.

Mathematical development

72. Children's understanding of mathematical concepts is very weak when they start in the reception class. However, a wide range of games and activities that encourage children to develop their knowledge and understanding of numbers leads to good progress and many children are close to achieving the Early Learning Goals by the end of the school year.

73. Children enjoy playing a wide range of floor games that encourages them to order numbers from one to ten. Children play several lively games involving dice, as well as 'bingo' type games all of which help develop their early ideas about numbers. Children learn about symmetrical patterns through making colourful butterfly prints as part of their project on minibests. Good use is made of the water and sand trays to develop children's ideas about capacity and volume.

74. Teaching and learning are good. The teacher uses a wide range of effective strategies to teach number skills. For example, a number line placed on the floor which children stand on is used to help children count forwards and backwards. Teaching is brisk and follow up activities involving pencil and paper work are challenging and purposeful. Number rhymes, such as 'Sally the camel' are sung with great enthusiasm and help children to order numbers correctly. However, a weakness of teaching is the too limited use of computers to support pupils' progress in this area of learning.

Knowledge and understanding of the world

75. Children have well below average knowledge of the world around them when they start in the reception class. Although the well planned provision and satisfactory teaching does

broaden children's knowledge and understanding of the world, the majority of children are not on course to reach the Early Learning Goals by the end of the school year.

76. Children have a good range of opportunities to study nature and enjoy growing cress and watching plants grow. They especially enjoyed investigating the school grounds as part of a stimulating project on minibeasts. Teaching places considerable emphasis on the development of early religious ideas and children progress well in this area of learning. Children explore the textures of different materials such as clay, dough and plasticene, using a range of tools to cut and shape the different materials. Children's knowledge and skills are promoted effectively through well directed sand and water play, as well as a good range of small construction kits.

77. A weakness of the provision is the very limited use of computers. Children do have access to computers through a weekly timetabled lesson in the computer suite, but the reception class itself does not have a computer. Children do learn to use the mouse and control the cursor, but many opportunities to use ICT in lessons are wasted.

Physical development

78. Children in reception have access to a well resourced outdoor play area which has a good range of wheeled toys such as bikes and trikes, as well as to a weekly physical education lesson in the school hall.

79. Teaching and learning are satisfactory with good features. In a lesson in the school hall, children were managed in a friendly, supportive manner and given plenty of praise and encouragement. Instructions were given clearly and a good pace was maintained throughout the lesson. The calm and purposeful atmosphere enabled children to make good progress in this lesson.

80. In the play area for the reception class, children run confidently and show a reasonable awareness of others playing around them. Most control wheeled toys with skill, but a few are still unable to pedal on their own. A strength of teaching is the good range of opportunities for children to develop physical skills in the play area. A weakness is that, while children are very well supervised in the play area, they are rarely given any constructive feedback on their performance so that few children were able to develop a clear idea of the quality of their own work and what they needed to do to improve further. A weakness that related to both lessons in the school hall and the outdoor play area was that girls were allowed to take part wearing looped earrings; the school's own health and safety policy rightly forbids this.

81. Children have a good range of opportunities to use equipment that encourages cutting and rolling as well as painting implements. There is a good range of small construction kits that further enable children to develop their fine motor control skills.

Creative development

82. The attainment of children who join the reception class is below average and, although children make satisfactory progress in this area of learning, most are still not on course to meet the Early Learning Goals by the end of the school year.

83. Teaching and learning are satisfactory. The teacher provides a good range of stimulating activities covering the areas of art, design, music and dance. The classroom has an adequate role play area which gives children the chance to play imaginatively. Children especially enjoy painting and they learn to mix primary colours in order to produce bold paintings of butterflies and minibeasts. Children are provided with a range of materials such as clay and dough, and create some lifelike models of snails as part of the minibeast project. Children have a good range of opportunities to handle crayons and pencils, although many

have limited levels of skill when using such materials. Music skills are given a high priority and children develop a good sense of rhythm when taking part in several action songs.

ENGLISH

84. In 2001 National Curriculum tests and teacher assessments for pupils at the end of Year 2, standards were well below the national average in writing and very low in reading. The results in reading place the school in the bottom five per cent of all schools nationally. When compared to other similar schools, standards were well below average in reading and writing. At the end of Year 6, standards were well below the national average and well below the average of other similar schools. However, in both Year 2 and Year 6, standards have risen above the national trend over the last four years. There is no significant difference between the attainment of boys and girls.

85. With extremely low levels of attainment on entry, pupils achieve in a satisfactory manner over time. Pupils' work scrutinised during the inspection shows that improved achievement is working its way into all year groups apart from the present Year 6. The standards observed by pupils in Years 3, 4 and 5 suggest that the rising trend in attainment is likely to be at least sustained over the next few years.

86. The standards observed during the inspection were much better than the 2001 results in Year 2, but worse in Year 6. The improving situation in Year 2 reflects the school's determination to raise standards, and teacher assessments for 2002 are likely to be the best ever achieved by the school, with clear improvements in both reading and writing. In Year 6, seven out of the ten pupils are on the school's special educational needs register. However, a comparison with their results in the Year 2 tests in 1998 indicate that they have made satisfactory progress over the intervening period.

87. The school recognises the need to continue improvements in writing standards. A positive ethos to reading has been created. Pupils listen well but opportunities are missed to encourage extensive dialogue between pupils in the form of discussion of work, sharing of ideas, and extending knowledge in whole class sessions. Pupils with special educational needs make good progress with the help of a good supply of adult helpers, although sometimes the content of class sessions makes it difficult for special needs pupils to make a significant contribution.

88. The National Literacy Strategy is being well implemented. Work is carefully, and well, planned in line with the expectations of the strategy. The structure of lessons follows the prescribed pattern although lessons are sometimes too long with a slow pace, thus not allowing pupils to experience the challenge of more searching tasks.

89. Pupils listen well to adults and their peers. They follow instructions well and respect the answers of other pupils. Speaking is not as well developed. Lessons are closely controlled by teachers and, although this leads to a calm atmosphere, the teaching style observed throughout the school during the inspection allowed little opportunity for extended conversations and dialogue. A significant number of pupils were shy and quiet and some special educational needs pupils did not contribute fully in oral class sessions. Speaking development is further hindered by short, ineffective whole class sessions at the end of lessons. As a consequence pupils have restricted opportunities to share experiences and understand their own learning needs.

90. Pupils have low attainment on entry and little access to books at home except those provided by the school. The literacy hour has been suitably used to develop reading skills and word recognition. As a result, pupils make satisfactory progress in learning to read. The school has made very good progress in developing positive attitudes towards reading. There is a large well stocked library where good quality books are well arranged and cared for. The

co-ordinator organises regular book fayres and from hesitant beginnings pupils regularly purchase a considerable number of books. Pupils were able to talk confidently about their reading. Pupils' individual reading diaries revealed regular reading to various adults and positive comments and remarks both by teachers and family members. The higher achieving Year 2 pupils talked confidently about authors such as Dick King-Smith, could use the library effectively and tell fiction from non fiction. By Year 6 this had been extended to pupils having clear literary preferences, indexing skills and some knowledge of several authors. By Year 6 pupils of average attainment and above were reading fluently and with expression. Pupils with special educational needs were following levelled books from a national reading scheme. Their individual education programmes set realistic and achievable targets in reading when appropriate.

91. In writing, the school has responded well to the key issue from the last inspection requiring a greater focus on this area of learning. The majority of pupils in Year 2 can write simple stories or short factual accounts. The combination of a well organised literacy hour together with a focus on improving skills and the satisfactory to good teaching, have had a beneficial effect on pupils' writing in Years 1 and 2. Pupils are well supported to think about the overall structure of their writing. More able seven year old pupils write simple sentences using appropriate punctuation and complex words, although few use adjectives in order to bring their writing to life.

92. By the age of 11, average and above average pupils were experiencing a wide range of writing tasks including plot, character, setting, narrative, description and poetry, distinguishing fact from opinion and a variety of grammar and punctuation. Work for pupils with special educational needs was less varied and stimulating, and more focused on formal tasks as identified through assessment of their needs. They were being included in an appropriate manner.

93. Handwriting and presentation was of a satisfactory standard with some examples of good neat work being evident. Spelling is poor. Some examples of corrected work being repeated were in evidence, but a systematic approach to its development throughout the school was not evident to pupils.

94. Teaching and learning in English are satisfactory throughout the school with good features being the development of reading interests and good progress now being made by pupils in Years 1 and 2. The improvement noted in the inspection by Her Majesty's Inspectors (HMI) in 2000 is developing through the school with good teaching and learning being observed in Year 4. Teaching has improved considerably since the last inspection in 2000, and improvements since the first inspection in 1997 are very good. No unsatisfactory lessons were observed in English this time. A feature of good teaching is the careful planning and good adult support for pupils engaged in group tasks. Teachers are more secure in their own knowledge as many have experienced additional literacy training which has extended their expertise and effectively raised the quality of provision. Teachers are clear about the objectives of each lesson, but they do not share these with pupils. This fact coupled with unsatisfactory class sessions at the end of lessons are weaknesses in English teaching. Homework is not used to further pupils' knowledge in a systematic and supervised manner. Marking tends to be merely supportive and encouraging. This has a positive effect on pupils' motivation but does not further their understanding of their own strengths and weaknesses, nor does it help them develop ideas about what they need to do to improve further. Marking rarely sets future targets or suggests ways of extending knowledge and understanding.

95. The management of the subject is satisfactory. The co-ordinator has had extensive training in the National Literacy Strategy and has been able to monitor teaching in the subject. She gives a clear lead to the staff. Her own love of story telling and books is having a positive effect on developing the reading and wider enjoyment of literature by pupils in the school. In combination with the work of the special needs co-ordinator and the head, all pupils are

carefully tracked and monitored to secure their best possible achievement. A foundation has been laid to secure further improvements in standards.

96. Overall, the school has made good progress since the last inspection and has the capacity to sustain such improvements.

MATHEMATICS

97. In the 2001 National Curriculum tests and teacher assessments for pupils at the end of Year 2, standards were well below the national average and just below the average of other similar schools. Girls achieved significantly better results than boys in the 2001 tests, although an analysis of results since the last inspection shows no significant difference between the attainment of boys and girls. Given the very low attainment on entry in terms of numeracy skills, these results represent satisfactory levels of achievement.

98. At the end of Year 6, standards were very low when compared to the national average and well below the average of other similar schools. When compared to their prior attainment, levels of achievement between Years 3 and 6 are satisfactory. Boys achieve slightly better than girls, but the difference is no greater than that seen nationally. Standards have risen over the last four years slightly ahead of the national trend.

99. In all classes, pupils with special educational needs achieve well. This is because they have detailed individual education plans, often with suitable targets to support their numeracy work. Pupils are well supported by learning support assistants.

100. The school has placed considerable emphasis on promoting the National Numeracy Strategy and the successful implementation of this underpins the significant improvements in pupils' abilities to calculate mentally.

101. By the end of Year 2, most pupils have learnt the two, five and ten times tables and can count confidently to 100. They understand the concept of doubling numbers and can count using their knowledge of odd and even numbers. Most pupils understand addition and subtraction. Pupils are not so adept at using these skills to solve problems, nor are they confident in identifying shapes and their properties.

102. By the end of Year 6, pupils have developed a clear understanding of place value and the few pupils in the average range are confident in working with equivalent fractions, percentages and decimals. As in Years 1 and 2, there is a considerable emphasis on number work and standards in other areas of mathematics, such as data handling and shape, space and measures lag behind those in number. Teachers' precise use of mathematical vocabulary results in pupils developing a good range of vocabulary that is used appropriately in lessons and which enhances pupils' knowledge and understanding.

103. Throughout the school the quality of teaching and learning is satisfactory with good features which is a significant improvement from the inspection of 1997, and a good improvement since the last HMI inspection in 2000. During this inspection, half the lessons observed were satisfactory with the remainder being good or better. There are no significant differences in teaching across the school. The school's policy of using the mathematics co-ordinator to teach the subject to all pupils in Years 3, 5 and 6 is effective and has contributed to standards rising since the last inspection.

104. In the good and very good lessons seen, teaching was lively and enthusiastic and pupils were well engaged. Pupils were actively involved through discussion, questioning and practical activities. In a Years 5 and 6 lesson, for example, the teacher's emphasis on encouraging pupils to discuss and consider different strategies and methods, helped pupils to develop their ideas through well focused discussions. In these lessons, pupils are

presented with work that is well matched to their differing needs. Another important feature of the good and very good lessons is the effective use of ICT to support pupils' learning. In a Year 4 lesson, pupils became engrossed in a demanding program that required the precise use of an on-screen protractor to measure angles accurately.

105. Where teaching is only satisfactory, introductions are too long, there is too much over-directed teaching and the tasks set are not consistently challenging for more able pupils. In these lessons, the pace is often pedestrian and a lack of enthusiasm from the teacher transmits itself to pupils who, although their response is dutiful, lacks real commitment. A further weakness in some lessons is the lack of the use of ICT to support pupils' learning, even though suitable software is available.

106. The teaching of pupils with special educational needs is good throughout the school. Teachers make good use of pupils' individual education plans to present work that is extremely well matched to pupils' prior learning. The quality of teaching and learning is further enhanced by the close and effective co-operation between teachers and their learning support assistants.

107. Planning is satisfactory. Teachers regularly assess pupils' attainment and this information is used to plan work for pupils of differing prior attainment. Although this strategy is generally successful, there were some examples during the inspection of pupils being set work that was too undemanding. Pupils' work is marked regularly and praise and encouragement are used well to reward pupils and raise their self esteem. There are some examples of outstanding marking. The subject co-ordinator undertakes a detailed, analytical critique of each pupil's work on a half termly basis which gives pupils a very clear picture of their own strengths and weaknesses and what they need to do to improve further. However, this effective strategy is not consistently implemented across the school with the result that many pupils do not have a clear picture of their own learning.

108. The subject is well led by the deputy headteacher. The quality of teaching and learning is monitored and useful feedback given to teachers on their work in mathematics. The subject co-ordinator has regular time out of lessons to monitor and support work across the school and this time is used well. Each teacher is given specific targets in order to raise standards in their own class. The tracking of pupils' progress as they move through the school is good and significantly improved since the last inspection. The school has adopted a detailed action plan, with clear success criteria and this has contributed to raising standards. The good leadership of mathematics has made a significant contribution to improving the quality of provision since the last inspection. Progress since the last inspection is good.

SCIENCE

109. In the National Curriculum tests and teacher assessments in 2001, levels of attainment in science were below the national average at the end of Year 2 and average at the end of Year 6. Standards of attainment at the end of Year 6 in recent years have been a strength of the school and have been comparable to schools nationally and well above average in comparison to similar schools. When compared to attainment on entry, achievement at the end of Year 2 is satisfactory and in Year 6 it is good. The achievement of pupils with special educational needs in science is satisfactory. In Year 6, standards have risen consistently above the national trend for the last four years.

110. Work in science in nearly all year groups throughout the school is based, on not only the acquisition of knowledge, but more importantly, the development of scientific understanding. The school's scheme of work emphasises the importance of methodically building up the investigative skills of pupils to enable them to undertake scientific enquiry in a meaningful way. Pupils in all year groups base their study of science on acquiring knowledge and understanding of living things, materials and physical phenomena.

111. Year 2 pupils had worked on an extensive number of topic areas in science during the school year including learning about healthy eating and investigating the properties of materials. They had built up their skills of prediction when, for example, conducting experiments involving melting chocolate, and the importance of water to clay. Work was of a variable quality and the level of development of literacy skills limited some of the work of the less able pupils. However, most pupils had, for example, built up their knowledge and understanding of concepts, such as forces in pushing and pulling, first introduced in Year 1.

112. During the inspection, Year 3 pupils worked on how plants grow and nearly all of them had a clear understanding of the importance of 'fair testing' in science work. In a Year 4 lesson pupils used ICT to group organisms according to their features. Some of this work showed evidence of a good level of understanding of simple classification but the tasks set did not challenge some of the higher attaining pupils in the class.

113. The work of Years 5 and 6 pupils was very similar in content and, in many ways, the attainment of Year 5 pupils was higher than that of the majority of Year 6 pupils, although not as good as the attainment of a small number of higher attaining Year 6 pupils. Both Year 5 and Year 6 have covered a wide range of work involving, for example, life cycles, the earth in space, balanced diets and how light travels.

114. The quality of teaching observed during the inspection ranged from satisfactory to good and was satisfactory overall. There was evidence that teachers sometimes planned together and shared ideas and good practice. When teaching was judged to be good planning was detailed and the pace of lessons brisk. When teaching was satisfactory the pace of lessons was slower and in some cases teachers' subject knowledge was too limited and this was reflected in pupils' weaker achievements.

115. An example of good teaching was observed in a well taught Year 3 lesson reinforcing pupils' understanding of the growth of plants. The content of the session was well linked to the previous experiences of the pupils and the structured question and answer session at the end of the lesson probed their knowledge and understanding. The lesson delivery encouraged pupils to complete activities and so aided learning. Pupils achieved well and, by the end of the session, most lesson objectives had been achieved, effective learning had taken place and pupils' work reflected this.

116. Leadership and management of the subject are satisfactory. Although most teachers have received little recent in-service training in science all classes follow a whole school programme of study, which is linked well to the National Curriculum. The co-ordinator monitors planning and teaching on a regular basis and reports annually to the governors. Assessment is continuing to develop, and pupils' achievement is assessed against National Curriculum levels on a yearly basis. The co-ordinator has ensured that science has a high profile within the school and there is a well supported annual 'Science Fair' when parents are invited to see the work that pupils have achieved in science. The fair is well attended and pupils in all year groups contribute to the displays and activities on show in all classrooms. Most work is investigative in nature and parents are encouraged to feedback their views of the fair to the school.

117. Pupils' attitudes to science are good and pupils enjoy the subject. This was evident during the 'Science Fair' when pupils were keen to show to others their understanding of the world around them and their knowledge of science. Pupils in all classes worked well together and supported each other when required. Their behaviour during the fair was very good and their enthusiasm for the subject was noticeable.

118. The school's resources for teaching science are good and cover all areas of study associated with the science National Curriculum. They are easily accessed and well used. However, some of the more popular resources are now in need of replacement.

119. Links between science and ICT are satisfactory and are still developing. The school makes good use of existing programs but is well aware of the need to continue to increase provision in this area. Links between science and other subjects, such as English and mathematics, are satisfactory.

120. Provision for science has improved significantly since the last inspection and the school has a good capacity to sustain such improvements.

ART AND DESIGN

121. Standards in art and design are satisfactory at both ages seven and eleven. Little direct teaching was seen during the inspection but there was sufficient evidence on display through the school, and discussion with pupils revealed that art and design has a positive profile in the school's overall curriculum planning.

122. In Years 1 and 2, pupils use an appropriate range of media to express their own ideas and increase their skills. Pupils communicate their ideas well through their use of colour, texture and shape. Throughout the school, pupils have experienced the work of various artists including Monet and Matisse. Some good work was stimulated by Damien Jeffrey, an artist in residence. He encouraged pupils to experiment in the style of Monet. In Years 3 to 6, pupils undertake a broad range of art and design activities, many of which are linked to other subjects such as history and geography. For example, art work as part of a study of Egyptian history, where a heat gun had been used to gild designs. The display of heads and shoulders in the library added significantly to pupils' experiences.

123. The school's long corridor is enhanced by displays of art and artists, notably some integrated collages produced by Year 5 pupils on colour themes of good quality. However, there were no displays in the large school hall where large scale displays could have enhanced pupils' learning experience.

124. Teaching is satisfactory with good features. A lesson where pupils were given 'The Shadow of Death' painting to observe symbolism was effective and the teacher was secure in knowledge and objectives. Some good sketches were produced as a result. However, such positive examples were rare and there is scope for further development in this subject in terms of appreciation, more work from different cultures, detailed drawings, and picture composition. All of these elements were evident in school but they are offered to pupils on too few occasions. Links with other subjects are satisfactory. Pupils with special educational needs are well integrated and supported, and achieve satisfactorily throughout the school.

125. The subject is well led and managed and the co-ordinator is very keen to see its further development in school life. She is knowledgeable and caring of the subject. She undertakes some teaching in the subject, although none was observed in the inspection week. She has encouraged staff development and monitors the subject effectively.

126. Resources are adequate and support material is kept by the headteacher and given to staff as required. The recent innovation of an art exhibition to which parents were invited was successful. Work exhibited included art from India and Japan, illustrations for books, three-dimensional work on pebbles and wood and very good quality Monet style paintings. Pupils from age seven to eleven keep sketch books and pupils' sketching is of satisfactory quality.

127. Improvement since the last inspection in art and design is satisfactory. The subject is well placed for further development in breadth of content and standards of attainment.

DESIGN AND TECHNOLOGY

128. Standards in design and technology attained by pupils at age seven are below national expectations and at age eleven well below. The standards identified in the previous report show little sign of improvement. Little direct teaching of the subject was observable during the inspection. Pupils have had few experiences of planning, constructing, designing, reviewing and improving of structures this year. They have experienced some three-dimensional model making and joining materials in different ways. However, there are insufficient appropriate resources to enable pupils of any age to work with tools and components or to develop and communicate ideas. Little evidence of evaluation was seen. Work sampling indicates that there are some weaknesses in the teaching of design and technology. The co-ordinator has visited the 'scraps store' regularly to obtain material for some design and technology work but the school was able to provide very little evidence of outcomes.

129. The co-ordinator is qualified to lead in this area. The school, however, has neglected to give the subject a sufficiently high profile in its overall curriculum planning. Ad hoc planning and sparse delivery, lead to unsatisfactory learning and progress in design and technology. There is no adherence to a systematic scheme of work by the staff to ensure development of skills and techniques in the subject with negative effects on standards. Resources are inadequate to meet the needs of the National Curriculum.

GEOGRAPHY

130. Standards of pupils' work in geography at the end of Year 2 and Year 6 are in line with national expectations. This represents a good improvement since the last inspection. Teachers plan for a broad and balanced curriculum that covers the required elements of the National Curriculum. All pupils, including those with special educational needs, achieve satisfactorily throughout the school.

131. By Year 2, pupils have developed a sound knowledge of their own environment and are beginning to learn about the wider world through their study of the story of Katie Morag who lives on a remote Scottish island. Pupils contrast this environment with their own lives and can make simple comparisons, such as noticing differences in transport, housing and jobs. Good use is made of first hand experience through a visit to the nearby seaside resorts of Clevedon and Weston, and pupils make sensible suggestions about differences between Bristol and these towns. Pupils learn about the wider world through taking part in the 'Barnaby Bear' project, which involves pupils and staff sending a postcard or photograph to the school from their holiday destinations. These are then pinned to a map of Europe showing the various locations of holidays. Over a period of time, this enables pupils to build up a knowledge of places in the United Kingdom and beyond.

132. By the end of Year 6, pupils have developed a good knowledge of maps and atlases and how to use them. A guided tour of Bristol for pupils in Years 4 to 6 led to pupils developing a good knowledge and understanding of their own area. Pupils in Year 6 use a good range of subject specific vocabulary such as 'commuter zone', 'outer suburbs' and 'twilight zone'. Pupils can explain changes in the use of Bristol as a port and why its importance has declined over time.

133. Teaching and learning are satisfactory. Teachers make effective use of a detailed scheme of work, based on national guidelines, that ensures all aspects of the National Curriculum are covered as pupils move through the school. Numeracy skills are developed effectively through the use of line and block graphs. The amount of written work to support studies in geography is less than that normally seen, especially for pupils in Years 1 to 4. Although there are some good examples of the use of ICT to support geography work, such occasions are not frequent enough.

134. Leadership and management of geography are good. The subject co-ordinator has worked hard and effectively to redress significant weaknesses outlined in the school's first report in 1997. Although resources are only satisfactory, they are significantly improved. The most notable improvement has been in addressing a weakness relating to the lack of fieldwork. This has been transformed into a strength of the provision.

HISTORY

135. Standards in history have improved since the last inspection and are significantly higher than when the school was first inspected in 1997. By the end of Year 2 and Year 6 standards are now in line with national expectations. This is largely due to the introduction of a detailed scheme of work that guides teachers' planning, as well as an increased emphasis placed on developing the skills of enquiry, interpretation and explanation.

136. By the end of Year 2, pupils have a satisfactory knowledge of personalities from the past. They show a reasonable understanding of the order in which things in the past happened. For example, they can place events such as the Great Fire of London and the life of Florence Nightingale in the correct order on a timeline. Pupils have a satisfactory understanding of differences between the life that is familiar to them today and life in the past. For example, they can compare and contrast seaside holidays today with similar events 30 and 50 years ago. Across the attainment range, pupils are able to use sources such as photographs, postcards and pictures to make simple observations about life in the past.

137. By Year 6 pupils have a satisfactory knowledge of key dates, periods and events in British history. A scrutiny of pupils' work in Years 3 to 6 shows that a strength of the provision is the thorough nature in which the different historical topics are covered. Pupils make useful comparisons between lifestyles in different periods and their own experiences. In Year 6, for example, pupils wrote out the family tree of Queen Victoria and then compared it to their own family trees. This led them to compare the lifestyles of rich and poor people in Victorian times. Pupils develop a satisfactory knowledge of different sources of historical evidence and they effectively contrast the use of objects, newspapers and photos as historical sources.

138. In Years 5 and 6 there are good examples of pupils developing their literacy skills through detailed written accounts of their findings. However, over the course of their time at the school, there are too limited opportunities for pupils to develop their writing skills in history lessons. Some more able pupils have used the Internet to further their historical studies, but, as far as the majority of pupils are concerned, there are not enough opportunities to use ICT in history lessons.

139. Teaching and learning are satisfactory throughout the school. A strength of teaching is the effective use of first hand experience that brings the subject to life. In Year 2, for example, pupils visited Clevedon and Weston as part of their topic on comparing seaside holidays in the past with their own experiences. In Years 4 to 6, pupils took part in a guided tour of Bristol as part of a local history study. In both cases, the quality of written work produced was significantly better than the overall quality of written work. This is because pupils found these trips very enjoyable and stimulating. Pupils in Year 3 benefited from a visit from a group of actors playing the role of Roman citizens that brought to life the reality of daily life in Roman Britain. Teachers make good use of learning support assistants in order to ensure that pupils with special educational needs are fully involved in all history lessons. A weakness in teaching is that lessons are often too long, with the result that pupils' levels of interest and engagement decline in the latter part of the lesson. In an otherwise good lesson in Years 1 and 2, pupils successfully used photographs as a resource in order to identify differences in seaside holidays in the past with their own experiences. The objectives of the lesson were achieved after 40 minutes but the lesson continued for another 20 minutes, without any new or useful learning taking place.

140. Leadership and management are satisfactory. There have been good improvements since the last inspection and very significant improvements since the first inspection in 1997. This is because the school now has a detailed scheme of work in history based on national guidelines that effectively guides teachers in their planning. Although teaching is not monitored in any sustained manner, teachers' plans are analysed and the subject co-ordinator has a clear view of the quality of work across the school. Resources have been improved and are now satisfactory and the criticism in the 1997 report regarding the lack of first hand experience has been comprehensively addressed.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. At the end of both Year 2 and Year 6 standards of attainment in information and communication technology (ICT) are in line with national expectations. Younger pupils enjoy using computer programs and many older pupils have developed enough skills to feel confident when using ICT. Pupils' achievement is satisfactory overall and all pupils, including those with special educational needs, make satisfactory progress.

142. Although it was only possible to observe a limited number of ICT lessons during the period of this inspection, evidence drawn from a scrutiny of pupils' work in personal files and on display, from discussions with teachers and pupils, and from teachers' planning, confirmed that standards of attainment are similar to those expected nationally and the achievement of pupils is satisfactory. This represents a very good increase in standards during the last five years, basically from well below national expectations to in line with national expectations. All classes now follow a whole school scheme of work and have access to an adequate number of up to date computers and related hardware, and an expanding range of computer programs covering a wide variety of study.

143. On entry to Year 1 most pupils have not developed basic computer skills. The programme of study for pupils in Year 1 and Year 2 emphasises the importance attached to building up gradually pupils' confidence in computer use. By Year 2 many pupils show evidence of being able to explore information from a number of sources and are able to present ideas using text having developed basic skills in word processing, although the achievement of some is limited by their poor literacy skills. Many pupils are able to work on building up pictures using shapes and some are able to edit and alter text. Pupils have used 'roamers' (programmable floor robots) and many show evidence of continuing to develop adequate computer skills for their age. Nearly all pupils are able to load and save programs. Attitudes to the subject are good.

144. In Year 3 and Year 4 pupils are given regular opportunities to increase their ICT skills. During the inspection Year 3 pupils used simulations to explore predictions and find patterns. They used ICT to explore imaginary situations and control virtual equipment by following a series of instructions. The work was challenging, but nearly all pupils achieved the lesson objectives. However, for a minority, the challenge of this task was too great.

145. By Year 5 and Year 6 pupils have covered a wide range of study and have been given opportunities, for instance, to develop their skills in word processing. Discussions with pupils showed that there was a general enthusiasm for ICT and attitudes towards the subject were good. Work on display was of an acceptable standard and contained evidence of importing clipart and text as well as using data handling. Year 5 pupils are presently building the school's website and all pupils have personal access to secure sites on the Internet.

146. The standard of teaching in the limited number of lessons observed during the inspection ranged from good to very good but was enhanced by the presence in these lessons of a visiting specialist teacher. Judging from the quality of pupils' work, teaching of ICT in the school as a whole is satisfactory with some good aspects and this reflects the varying subject expertise of individual teachers.

147. Leadership and management of ICT are very good. The co-ordinator holds several qualifications in the subject and has built up ICT provision in the school from a very low baseline five years ago to an acceptable standard at present. Overall standards are now comparable with national expectations and ICT is used well to support pupils' work in English, mathematics and science. In other subjects, however, there is limited use of ICT. The co-ordinator has ensured that the school uses outside funding and expertise well. She is aware of limited teacher proficiency in some areas of the subject and has implemented programmes of support for staff in order to raise their expertise and this has had a positive impact on raising pupils' achievement in the subject.

MUSIC

148. At the end of both Year 2 and Year 6 standards of attainment in music are in line with national expectations. Most pupils enjoy their music making activities and attitudes to the subject are good. The use of visiting music specialists has helped to raise the profile of the subject throughout the school. Achievement is satisfactory in all year groups and all pupils, including those with special needs, make satisfactory progress, and seem confident when singing and performing. There was limited evidence available during the inspection to judge standards of attainment in musical composition.

149. Although the previous inspection did not report on standards in music there is evidence to suggest that standards have been maintained over the last five years and that provision for music in the school has in some ways improved. There is now an effective policy for teaching music and a detailed scheme of work that is related well to the National Curriculum programme of study.

150. Pupils learn to sing with confidence from an early age and the standard of singing observed during the inspection ranged from satisfactory to very good. Year 1 pupils are able to recognise and explore sounds. They can perform simple musical patterns and accompaniments keeping to a steady pulse. Year 4 pupils are able to sing in tune with expression and recognise ways in which they can improve their work. By Year 5 and Year 6 pupils have been given regular opportunities to build up their musical appreciation in addition to their singing and performing skills. However during discussions with a group of older pupils it became evident that they lacked confidence when describing and evaluating different kinds of music using appropriate musical vocabulary and there was only limited evidence during discussion to suggest that they had been given regular opportunities to develop composition skills in a structured way, although some had attended a '*Composing Club*'.

151. The quality of teaching and learning in the limited number of lessons observed during the inspection varied from satisfactory to very good, although very good teaching was only observed in a session taken by a visiting specialist music teacher, who frequently teaches in the school. Curriculum provision is enhanced by music groups who visit the school on a regular basis, and pupils have been given recent opportunities to listen to, and learn about, the art of Japanese drumming, and experience the work of the English National Ballet Company. The school is presently involved in a joint production of the musical '*Kiran's Quest*' and during the inspection the quality of singing produced by the Year 4 class practising for the production with a visiting group of teachers, was both very good and enjoyable.

152. The co-ordinator leads and manages the subject in a satisfactory manner and reports to the governing body annually. She is aware that the musical proficiency of teachers is inconsistent and that few have had opportunities to receive in-service training in the subject during the last few years. This has resulted in the confidence of teachers to teach music being variable. Even so the co-ordinator has ensured that curriculum provision has benefited from the expertise of regular visiting specialist teachers and, as a result, pupils in many

classes have made at least satisfactory progress in the subject, especially in singing and performing.

153. Resources for teaching music are satisfactory overall. The school has a good range of percussion instruments and a selection of tuned instruments of variable quality, some of which are now in need of replacement. There are, however, very limited resources for linking music to ICT, especially in relation to musical composition, and this has negatively affected provision in this area.

PHYSICAL EDUCATION

154. At the end of both Year 2 and Year 6 attainment in physical education is in line with national expectations. Pupils' achievement is satisfactory in all year groups and this is a reflection of the quality of teaching throughout the school. All pupils, including those with special educational needs, make satisfactory progress.

155. Although the previous inspection did not report on standards in physical education there is evidence to suggest that standards have been maintained over the last five years and that the school has made progress in producing a viable scheme of work, which is now followed in every class. This represents an increase in standards of provision for physical education in recent years.

156. As they progress through the school pupils are given the opportunities to acquire and develop new skills and apply them to their own performances. Pupils in Year 1 and Year 2 are given opportunities to, for example, explore basic skills and link them to actions and ideas. They are taught dance activities and encouraged to employ movement in an imaginative way. During an observed lesson on dancing to the music of the sea pupils achieved well and demonstrated good dance skills. Most were able to reproduce simple actions with control and co-ordination although a small minority with less well developed co-ordination were not as successful.

157. By Year 5 and Year 6 pupils have been given regular structured opportunities to acquire and develop skills, techniques and ideas through dance, games, gymnastics, athletics and swimming. Many pupils are able to comment on their own performances and suggest ways of improvement. Pupils are provided with a satisfactory range of popular extracurricular sporting activities including netball, football, athletics and mini-rugby in order to further develop their knowledge, skills and understanding, and these have a positive impact on the overall achievement of those pupils who take part in them.

158. The quality of teaching in the lessons observed during this inspection ranged from good to very good and was good overall. Good use was made of visiting teachers to enhance the quality and range of learning opportunities in physical education and this helped to increase the achievement of those pupils involved. Lessons were usually well structured and briskly paced and, where teaching was very good, the teachers' enthusiasm for the subject inspired pupils to greater efforts. This was especially the case when a visiting teacher encouraged Year 3 pupils to learn African dances and gave all of them very good support. As a result, all pupils achieved well and left the session with a '*feel good*' factor.

159. The co-ordinator leads and manages the subject in a satisfactory manner and has a clear view of how the subject should continue to develop within the school. She has ensured that all aspects of the National Curriculum programmes of study are covered in each year group even though teachers have been given limited recent opportunities to receive in-service training in the subject. The co-ordinator has monitored teaching in the past but does not do so at present. Assessment is not used to track pupils' progress in the subject. As a result, work is not always well matched to pupils' differing needs.

160. Resources for teaching physical education are good and include a variety of new athletics equipment and a good range of older, more well used resources, although some resources are in need of replacement. All resources are easily accessed and cover all areas of the National Curriculum programme of study.

161. Although the school policy for teaching physical education includes information about health and safety there is unsatisfactory implementation of procedures regarding the wearing of earrings by pupils in physical education sessions. During the inspection pupils were observed wearing earrings in lessons and teachers seemed unaware of the health and safety implications.