

INSPECTION REPORT

MILLPOND PRIMARY SCHOOL

Baptist Mills, Bristol

LEA area: City of Bristol

Unique reference number: 109137

Acting Headteacher: Mr R V Worsfold

Reporting inspector: John William Paull
Rgl's OIN: 22028

Dates of inspection: 2nd to 5th June 2003

Inspection number: 246878

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with Nursery
School category:	Community
Age range of pupils:	3 to 11 Years
Gender of pupils:	Mixed
School address:	Baptist Street, Baptist Mills, Bristol
Postcode:	BS5 0YR
Telephone number:	0117 939 3378
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Appropriate authority:	The governing body
Name of Chair of Governors:	Mr Nick Clough
Date of previous inspection:	June 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22028	John William Paull	Registered inspector	Science Music Physical education Religious education Foundation stage Educational inclusion	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11104	Michael Fleming	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils? (The provision for spiritual, moral, social and cultural development.) How well does the school care for its pupils? How well does the school work in partnership with its parents?
32257	Richard Chalkley	Team inspector	Mathematics Information and communication technology Geography Special educational needs	How good are the curricular and other opportunities offered to pupils?
10053	Janet Simms	Team inspector	English English as an additional language Art and design Design and technology History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Millpond Primary School at Baptist Mills in Bristol is within an Education Action Zone. This feature has provided the school with support and advice from businesses and agencies, and has been especially useful in helping the school to raise its own profile, improving pupils' self-esteem and behaviour. The school has 195 full-time three to 11-year-olds on its roll. Of these, 28 three- and four-year-olds attend its Nursery class. It is similar in size to most other primary schools. Overall, the number of girls exceeds boys by about 30, although numbers are fairly even in several years. Pupils are from a variety of ethnic backgrounds and include many who have arrived in the country very recently. The largest group is black, including pupils from families that originated in the Caribbean islands, Africa or with another black heritage. Other sizeable groups are pupils from families that originated in countries on the Asian sub-continent, or who have a mixed background. Over 40 per cent are from homes where English is not the pupil's mother tongue, which is very high compared to the figure in most schools. This figure has been rising steadily since the last inspection of two years ago, and many of these pupils are at early stages of acquiring English. The main languages represented are Somali, Punjabi, Bengali, and Urdu. Currently, over 45 per cent of pupils are known to qualify for free school meals, which is well above average. About 25 per cent of pupils are currently identified with special educational needs, although this proportion is increasing as a new co-ordinator is reviewing the school's provision. Many of these pupils experience difficulties with the potential to affect learning considerably. Another significant group includes pupils with emotional and behavioural difficulties. Pupils with a Statement of Special Educational Needs amount to over three per cent, which is above average. Many pupils' attainment on entry is very low and the socio-economic circumstances of families in the area are often much lower than average.

HOW GOOD THE SCHOOL IS

Millpond is an improving school that provides its pupils with a sound education. Although it has several features that are in need of further improvement, it no longer has the serious weaknesses that were identified in its last inspection. Pupils' behaviour is now consistently good, sometimes even very good, and their attitudes to learning are also strong. However, pupils' attainment, by the time they leave the school in Year 6, is generally below average, although nearly all pupils achieve and progress at least satisfactorily compared with their starting points, and some of them make more rapid progress. The headteacher and staff have clearly worked very hard to provide learning experiences that successfully take account of pupils' varied needs, and the acting headteacher is continuing with this process. Overall, teaching is good, including that for pupils with special needs. In the case of pupils with English as an additional language, the teaching that pupils receive is also of good quality, but levels of staffing are insufficient for the number of pupils on roll, so some pupils do not progress as quickly as they might. Nevertheless, taking all factors into account, the school achieves sound value for money.

What the school does well

- Good teaching ensures that pupils who remain at the school throughout their education learn effectively.
- Pupils' attitudes to school and their behaviour in class and around the building are good.
- Relationships between pupils and staff are strong, which is contributing to pupils' enthusiasm for school.
- What is taught benefits strongly from the involvement of the community.
- Good provision is made for pupils' social and cultural development, helping to raise their self-esteem.
- The governing body, led very effectively by a knowledgeable Chair, makes a strong contribution to securing the school's future direction.

What could be improved

- Overall standards of attainment, especially in English, mathematics and science by the time pupils leave the school in Year 6.
- Levels of attendance, which are below national figures.
- The management and uses of assessment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements in many key areas since its inspection in June 2001. The governing body has made considerable progress in its involvement with the school's planning, and in helping to set aims and priorities for future development. Reasonable progress has been made in all aspects that were identified as serious weaknesses. For example, assessment systems that enable senior managers and co-ordinators to track pupils' progress have been introduced. Nevertheless, further modifications to these systems, ensuring ease of use and effectiveness in adapting what is taught, are now required. Pupils' behaviour has improved and a new co-ordinator for special educational needs has had a good impact. Pupils' needs are being identified quickly and work with outside agencies is stronger. Although attendance is currently below average, it has risen considerably on the figure published in the last report, which, at under 90 per cent, was very low for the type of school. Other improvements include the quality of teaching, which is now good in all stages. Furthermore, a significant amount of previously unsatisfactory teaching has been almost eliminated and the proportion of very good teaching has risen. However, this overall good teaching is not yet resulting in consistently higher attainment and overall good achievement amongst pupils. However, both are rising, especially through Years 1 and 2, although the impact is also apparent in Years 5 and 6. The main reason that this is not faster is that, while a considerable increase in the number of pupils with English as an additional language has occurred, provision for these pupils has remained about the same, and is now insufficient to cope with the increase. Improvements in management, especially within the governing body, have been good, although evidence that the impact of the deputy headteacher has improved was limited.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E*	E*	E*	E	well above average A above average B average C below average D well below average E very low E*
Mathematics	E*	E*	E*	E*	
Science	E	E*	E*	E*	

The table indicates that the school's results in National Curriculum tests at the end of Year 6 have been in the bottom five per cent nationally since 2000, except in science in 2000, and in English in 2002, when compared with similar schools' results. Even these exceptions were still well below average. During the inspection, work that was seen in pupils' books was of a higher standard, especially in mathematics and science. In these two subjects, it was simply below average, not well below. A few pupils were working at a level above that normally expected for their age, which was not the case in the 2002 tests. A sharp increase in the proportion of pupils for whom English is not the mother tongue during the past year or two has not been met with a similar increase in available staffing to meet their needs. As a result, progress of these pupils is not uniformly good and, for a significant number, it is unsatisfactory. Attainment on entry to the school is often very low. This factor also reduces overall attainment as, even with good teaching, pupils do not reach average levels. Trends at the school fell between 2001 and 2002, although if current work is reflected in results of the 2003 National Curriculum tests, this feature is likely to be reversed. Tracking of pupils' progress indicates that those who remain at the school throughout their education are making sound, and sometimes good, progress. The school's targets are unrealistically high and it is unlikely to reach them, bearing in mind many of the above features. For very similar reasons, attainment at the end of Year 2 is also usually well below average in reading, writing, mathematics and science. In Years 2 and 6, in subjects that are less dependent on the development of language, such as information and communication technology, music, art and design, and physical education, standards either match or

get close to those expected nationally. In the Nursery and

Reception classes, good teaching is similarly helping to raise standards, although in the important areas of communication, language and literacy, and mathematical development, overall attainment remains very low.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good – pupils speak well of their school. They try hard, responding diligently to good teaching. Those asked explained that they enjoy going to school.
Behaviour, in and out of classrooms	Good – pupils behave well, both in lessons and around the school. They often open and hold doors for adults. Pupils with emotional and behavioural difficulties usually respond well to their support assistants, so interruptions are minimal.
Personal development and relationships	Satisfactory – nearly all pupils respect their teachers and other adults in the school. They co-operate with each other at work and play. However, many pupils are very dependent on adults for self-esteem.
Attendance	Unsatisfactory – although it is improving, attendance has not yet reached the average for primary schools. Punctuality is also improving.

TEACHING AND LEARNING

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

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

The overall quality of teaching through the school is good. This quality is found in all stages of education from Nursery through to Year 6. As a result, pupils learn well in lessons. In the case of pupils with special educational needs, teaching assistants explain what is taught carefully and teachers adapt their planning well. These pupils make good progress. Similarly, teaching of pupils with English as an additional language is good, when it is available. However, present arrangements to support the rapidly growing number who have recently joined the school from overseas are inadequate. For this reason, overall progress and achievement do not fully reflect the good teaching that occurs. This finding is less apparent in the Nursery and Reception classes, where emphases on general talk, conversation and development of language are strong. Furthermore, a nursery nurse, who herself speaks one of the additional languages in the community, is able to make a strong impact in this area. Teachers throughout the school understand the National Literacy and Numeracy Strategies well. As a result, teaching in Literacy and Numeracy Hours is good. However, other initiatives, such as guided reading and handwriting sessions have been introduced. The quality of these lessons, while still satisfactory, is not as good, reducing the overall quality of English teaching to satisfactory whereas, in mathematics, it is good. In all other subjects, teaching is often good, occasionally very good, and always at least satisfactory. In science, for example, it was good in all lessons that were observed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory – all subjects of the National Curriculum are included in what is taught, enhanced well by links with other schools and ongoing links with businesses, such as Rolls Royce. However, after school clubs are few, and extra-curricular provision is unsatisfactory overall.

Provision for pupils with special educational needs	Good – a recently appointed co-ordinator has begun to make a strong impact in improving the identification of pupils' needs. Teaching assistants know what is included in Individual Education Plans and support learning effectively.
Provision for pupils with English as an additional language	Unsatisfactory – although the quality of specialist teaching and support is good, insufficient is available to meet the needs of the rapidly growing number of pupils who require it. Inspection evidence suggests that this proportion of pupils is continuing to rise.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory – planning of provision for spiritual and moral development has improved. Assemblies now contain an act of collective worship, as required statutorily. School rules and classroom rules are drawn up with pupils and promoted successfully. Arrangements for social and cultural development are good. Good planning exists to ensure opportunities for collaborative working in lessons and to share pupils' own cultural experiences with each other.
How well the school cares for its pupils	Unsatisfactory – because of the absence of the headteacher, no-one is at present trained in local procedures for child protection. Nevertheless, in practice, all staff guide and care for pupils' well-being conscientiously. Assessment procedures to track their progress have been introduced. However, recording of this information is complex and difficult to use.

Parents think very well of the school and its openness and care. However, many speak little English, which reduces the impact of attempts to involve them in its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory – the headteacher, key co-ordinators and staff have worked hard to improve the serious weaknesses that were identified in the last report. The present acting headteacher is a very good leader and is continuing the process well. Commitment to providing equality of opportunity is strong although, in the case of pupils with English as an additional language, not fully realised.
How well the governors fulfil their responsibilities	Very good – governors contribute strongly to both vision and direction. The Chair especially is very knowledgeable of good educational practice. At the same time, all governors have the commitment to provide a strong direction.
The school's evaluation of its performance	Satisfactory – evaluation of teaching and its subsequent improvement have been good. However, formal arrangements for performance management and the appraisal of staff are not fully in place and are temporarily in abeyance.
The strategic use of	Satisfactory – money that is provided for specific purposes and other

resources	funding is spent carefully. Governors understand that new provision should be monitored to ensure that it produces what was intended. Procedures to ensure best value are sound.
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In general, staffing is satisfactory. However, it fails to meet the important needs of pupils with English as an additional language. Learning resources and accommodation are generally adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and it helps them to be mature and sensible.• Teaching is good and their children behave well at school.• Teachers expect their children to work hard and they make good progress.• They feel comfortable when approaching the school, and the staff work closely with them.• The school is well led and managed and keeps them well informed.	<ul style="list-style-type: none">• The amount of homework and the range of activities that are provided outside lessons.

Inspectors confirm that the school is better than two years ago and agree with many of the parents' positive views. However, they also point out that further improvement is necessary. Inspectors agree with those parents who indicated that the range of activities outside lessons is limited. Amounts of homework are variable and it is unsatisfactory that some pupils do not take their reading books home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, the results of National Curriculum tests of pupils in Year 6 were very low in English and mathematics, and well below average in science. In Year 2, results were very low in reading, writing, mathematics and science. In 2002, the latest year for which comparisons are available, results are similarly very low. However, the school's predictions of results this year (2003) look stronger, and work that was seen in pupils' books, while generally still below average, is also indicative of a higher standard.
2. Three main difficulties stand in the way of raising attainment by the time pupils leave in Year 6. First, attainment on entry to Nursery and Reception classes is often very low, so it is difficult for pupils to make up the difference in time. Secondly, unusually high numbers of pupils are not at the school throughout their education. Any improvements that are introduced do not therefore have a full impact on their work. In the case of those who leave, any benefit from an increase in the rate of their progress is lost to the school. Thirdly, insufficient specialist staffing is available to meet the particular needs of a steadily growing group for whom English is not their mother tongue. Many of these pupils join the school direct from overseas, with very little or even no understanding of English. Furthermore, several enter older age groups with too little time to learn sufficiently complex English to do well in the tests. Despite these features, nearly all pupils are achieving satisfactorily in comparison with their low starting points. Those with special educational needs are making good progress in all subjects, largely because teachers and learning support assistants work closely together to plan suitable activities.
3. In the Nursery and Reception classes, children progress well. All the children, including those for whom English is not their mother tongue, develop vocabulary steadily. This language development continues through the Nursery and Reception classes. All adults understand the importance of constant talking. Specialist teaching for children with English as an additional language is good. Furthermore, in the Nursery class, the nursery nurse speaks one of the most commonly found languages in the community, so is able to ensure that children understand words that they might otherwise find difficult. However, low, sometimes very low, starting points mean that many do not attain the Early Learning Goals (national descriptions of what children can usually learn by the end of the Reception year). This low attainment is found especially in communication, language and literacy, mathematical development, and knowledge and understanding of the world.
4. In Years 1 and 2, overall good teaching continues to help pupils learn well and make progress. However, many pupils begin the National Curriculum at a level much lower than that usually found. Several pupils who have made good progress leave the school before reaching the end of Year 2. A similarly high number of pupils join the school, many of them straight from overseas. In recent years, many families from Somalia have moved into the area around the school. Many of them have experienced difficult circumstances abroad and speak little or no English, and many of their children have been unable to attend school previously. Although these pupils are often exceptionally keen to learn and try very hard, their attainment on entry is very low indeed and they have little expectation of what school in England is like. As a result, a considerable amount of time is taken in helping them to adjust to this new situation. They do well, but from such a low start do not have time to make up the difference by the end of Year 2. Furthermore, because of the severity of their need, much of the time of specialist teachers of English as an additional language is spent with them. Under the circumstances, insufficient specialist support is available for the wide range of minority ethnic groups at the school, even though teaching is good. For these reasons, attainment at the end of Year 2, both in National Curriculum tests and in work in pupils' books, is generally well below average, or even in the bottom five per cent. These judgements apply to all three core subjects of English, mathematics and science.
5. In English, by the end of Year 2, skills in speaking and listening are understandably much lower than those expected nationally. Although many pupils are remarkably confident and willing in

wanting to respond to teachers' questioning, their vocabulary is limited. Much of what they say is characterised by short sentences with few examples of longer phrases and clauses. This feature is reflected in their written work, both in Literacy Hours and across the curriculum. It also affects reading. Owing to their limited vocabulary, pupils are often more adept at saying what is printed than they are at understanding it. Those pupils who were born in England or who speak English at home usually attain closer to average levels. However, they are a minority, so overall standards are well below average. By Year 6, the main difference is that attainment is more spread out. A few pupils work at a level higher than that normally expected for their age. These are usually natural speakers of English who have been at the school either throughout their education or for several years. Their achievements are good. Nevertheless, overall attainment is still well below average largely for the same reasons as in Years 1 and 2. Many pupils leave the school before Year 6, and others join it. Many of the new arrivals speak English as an additional language at an early stage. They do not have time to reach average levels by the time they leave the school. The main reason is that, although specialist teaching is good, not enough of it is available. Nevertheless, class teachers, learning support assistants and teachers of English as an additional language work very hard with these pupils. Those who are at the school for long enough achieve satisfactorily.

6. Overall attainment in mathematics and science is similar. By the end of Year 2, attainment is well below average, owing to difficulty with basic understanding of English amongst a significant group of pupils. As more pupils increase their basic understanding of the language, they are better able to develop skills in these two subjects and, as the quality of English is not the only criterion for standards in these subjects, attainment improves. By the time pupils reach the end of Year 6, their attainment is now simply below average, rather than well below – a considerable improvement since the last inspection. However, many pupils may still struggle to attain their best in the context of National Curriculum tests, where writing answers down remains a key factor for success. This judgement is consistent with the finding that, in mathematics, pupils do less well in solving problems that are set in words and, in science, with writing down the results of experiments, tests and observations.
7. In the time since the last inspection, trends in results at the end of Year 2 in all three tested subjects of reading, writing and mathematics have risen slightly. In 2002, the school's results in writing were its best ever. Nevertheless, they remained in the bottom five per cent nationally. These improvements are set to continue. Based on work that was seen during the inspection, standards remain well below average, but may climb out of the bottom five per cent. In Year 6, in mathematics and science, standards in National Curriculum tests dropped further in 2002 from where they were in 2001. In English, however, they rose. Work sampled during the inspection suggests that the rise in English has been maintained, and is now accompanied by rises in mathematics and science. Targets for results of national tests in Year 6 have not been attained in recent years. However, taking the school's characteristics into account, they have not been realistic, which was also stated in the last report.
8. Literacy and numeracy are used and emphasised reasonably well across the curriculum. Pupils use skills in reading to seek information across the curriculum and write down their findings using their own words and worksheets. Measurement and number are used in subjects such as science and geography. The Internet is also used to find information. However, the main weaknesses of most pupils are their lack of general vocabulary and spoken and written forms of standard English and opportunities are sometimes missed to broaden these skills.
9. In subjects where pupils are less dependent on written English to demonstrate their skills, standards are often higher than in others. For example, pupils sing well and, by Year 6, skills in information and communication technology are above what is typically found. In physical education, art and design, and geography attainment is broadly in line with what is expected nationally when pupils leave in Year 6. In religious education, it broadly matches what is required in the Bristol agreed syllabus. However, in history, where many pupils lack cultural reference points of English and European heritage, attainment is below what is expected in the National Curriculum. Attainment in design and technology is also below expectations. Given their starting points, pupils' achievements are at least satisfactory and sometimes good.

10. Pupils with special educational needs make good progress. In all subjects, learning support assistants and teachers understand their needs well. Planning is adapted to ensure that pupils experience tasks that help them to learn, contributing to good progress. This situation represents improvement since the last inspection. A recently appointed co-ordinator has begun to tighten what is recorded in pupils' Individual Education Plans, ensuring that targets are precise and achievable. Good liaison is maintained with specialist staff for pupils with English as an additional language to ascertain whether any of these pupils might also have a special need.

Pupils' attitudes, values and personal development

11. The standard of behaviour in the school has continued to improve. Pupils' behaviour and attitudes were found to be at least satisfactory in all the lessons observed during this inspection; in the large majority they were good or better. Together with the elimination of bad behaviour around the school, this represents a significant improvement since the last inspection.
12. Pupils demonstrate positive attitudes to school, so lessons are mostly calm and orderly. Relationships are pleasant and pupils respect their teachers and get on well with their classmates. They are generally polite and considerate. They co-operate well with each other, such as for paired discussions during lessons. Pupils display good self-control and are capable of sustaining attention without the need for constant reminders. They show interest in their work and concentrate on what teachers say. They are willing to contribute to discussions, and even the youngest pupils are confident enough to attempt to share ideas with the class. Pupils' enthusiasm is evident in the way they persevere when they find work difficult. Pupils for whom English is an additional language, for example, may sometimes struggle with their work, but they are invariably cheerful and find success very rewarding.
13. Pupils understand and support the school's systems for promoting good behaviour and for reducing conflict. They respond well to the school's behaviour management strategies. They share their parents' confidence that the small amounts of bullying are well controlled and that racism is virtually unknown. Pupils are aware of the impact of their actions on others and recognise the boundaries of what is acceptable. The school's need of the most severe sanction of exclusion has declined significantly; it has recently been applied only once.
14. Although pupils like school, attendance is currently below average whereas, in the last complete year, the level of attendance was very low in comparison with other schools. These judgements indicate that the trend is upwards and the level of attendance is much improved. A recent increase in the number of unauthorised absences is evidence of more stringent action being taken by the school and does not reflect an overall decline in attendance. Major contributory factors to low attendance include: the large number of pupils who leave the school other than at the normal time of year, without notifying the school that they have moved away. This causes a delay before they can be officially removed from the roll, during which time they are marked as absent. Extended periods that some families spend on holiday or abroad also add to the level of absence. Punctuality has also improved, although some parents still do not recognise the importance of ensuring that their children arrive in time for the start of the school day.

HOW WELL ARE PUPILS TAUGHT?

15. At the time of the last inspection, the overall quality of teaching was satisfactory, although it was good in the Nursery and Reception classes. Since then, it has improved. It is now good in all stages through the school. Furthermore, a significant proportion of unsatisfactory teaching that was observed in 2001 has all but been eliminated, and the proportion of very good teaching has increased. In lessons, this good teaching is resulting in good learning, as pupils put in a good effort, trying hard for their teachers. The proportion of pupils with English as an additional language has been rising steadily since the last inspection and, although the quality of specialist teaching of these pupils is good, it is now insufficient for the numbers on roll, which is reducing their overall learning to rates that are overall less than those of other pupils. Conversely, pupils with special

educational needs make overall good progress, supported with careful adaptations of lessons that match their needs and assistants who understand their requirements well.

16. A feature common to nearly all lessons is very good management of pupils. Teachers ensure that pupils know what routines are expected of them, offer clear instructions, and praise them whenever they can. Nevertheless, if these methods do not work, sanctions are applied calmly and fairly. As a result, behaviour in lessons is nearly always good, so the pace of learning is maintained effectively. For example, in a very good lesson in Year 6, pupils were issued with a warning and then told what sanction would be used. When their behaviour did not improve immediately, the sanction was applied and good behaviour was restored. Expectations of what pupils can achieve and methods employed to help them are good. Teachers generally challenge pupils with interesting, yet demanding tasks, so pupils of all ages make a good effort. In a good Year 2 science lesson, for example, pupils were asked to find a variety of ways to group human beings into different categories. In pairs, known as *talking partners*, pupils produced a wide range of criteria such as skin colour, gender and types of clothing. They understood that by changing from one criterion to another, the membership of the groups would change. A specialist teacher of English as an additional language was also present in this lesson, and provided strong support to a group that understood only a little English. She ensured that they followed enough of the lesson to progress effectively, prompting them to raise a hand and offer answers whenever they could. Although the overall quality of teaching is similar in the different stages of education through the school, particular strengths occur in different age groups. For example, ongoing assessment of children's progress and the use of support staff are very good features in the Nursery and Reception classes. Teachers and other adults are often seen making short notes of children's reactions to their teaching. This information is used well to adapt what comes next and to ensure that all children experience different activities equally. Another example is how one of the nursery nurses uses her knowledge of a community language to help children understand words that they might otherwise miss.
17. The overall quality of English teaching is satisfactory. However, it is usually good in Literacy Hours. It is during other sessions, such as separate guided reading and handwriting lessons, in which the quality, while it remains satisfactory, is often not as strong. The main reason is found in the planning of these sessions. For example, much good work takes place in those groups where teachers and other adults focus their attention. However, in other groups, it is unclear how much progress occurs as few opportunities arise for pupils to read aloud in order that the accuracy of their reading may be checked. Conversely, in Literacy Hours, teaching is pacy and questioning is nearly always a strength. Tasks are adapted well to the needs of different groups of pupils and, when available, teaching assistants are used effectively to support individuals and groups.
18. In mathematics, teaching is good. It was of this quality in all lessons that were observed except one in which it was very good and another in which it was unsatisfactory. The unsatisfactory lesson occurred because preparation was poor, leading to questioning that was too vague for pupils to follow. However, this weakness was not typical of the teacher's performance in other lessons during the inspection, or in records of observations that had been carried out previously by senior staff. In all classes, teaching of the subject followed the recommendations of the National Numeracy Strategy well. Good planning resulted in clearly written explanations of what pupils were expected to learn and know by the end of lessons. These explanations were shared with pupils very well and then referred to frequently during lessons to give pupils insights into how well they were learning. Mental mathematics is also taught well during sharp, pacy sessions at the start of lessons. As a result, pupils learn basic skills effectively and their confidence grows.
19. Teaching of literacy and numeracy in other subjects is hampered by shortage of available time. Nevertheless, reading is used to find information in subjects such as history, geography and the Internet, and factual writing is taught in the context of recording work in these subjects. Opportunities to focus on pupils' lack of general vocabulary are, however, missed. Conversely, technical vocabulary associated with particular subjects is often planned and taught well. Information and communication technology is frequently used to support other subjects.

20. In science lessons, the quality of teaching is consistently good in all stages. Planning and management of pupils are particular strengths that help to ensure that lessons proceed at a good pace and that pupils remain interested and well behaved. Despite these good arrangements, teaching does not always result in equally good learning. For example, in a lesson in Year 3, several pupils were restricted by their inability to express ideas verbally, owing to weaknesses in language. During a discussion, therefore, their lack of understanding slowed down the overall rate at which learning took place. As a result, linkages between heat and light from the sun had to be made explicit as they were unable to make the connection for themselves. Similarly, pupils find it difficult to express what they see in observational science or to write down their findings from experiments. Nevertheless, teachers and teaching assistants are aware of these difficulties and offer support of a good quality.
21. In other subjects, the good features of teaching found in the core lessons of English, mathematics and science are generally repeated. Teachers know their classes well and adapt planning to meet their needs. However, specialist support is not always available in sufficient amounts to meet the linguistic needs of all pupils. Compromise between the requirements of those pupils at early stages of learning English and those with enough to understand the gist of what is required has to be made. As a result, learning is sometimes affected. In those subjects where language is less key, such as physical education and music, progress is often good, even very good amongst nearly all pupils. Achievement and standards of attainment are consequently strong. In music, for example, performances in singing are frequently above what is normally expected. Another example is that practical skills in information and communication technology have been acquired at a fast rate that matches teaching.
22. Marking is generally up to date and carried out conscientiously. Comments are used to praise pupils and to show them what has been done well. However, comments that point out what could be improved or what could be done next are less frequently apparent. The use of homework is also inconsistent. On occasions, it was very well organised and clearly followed on from work that was begun in the classroom. However, several younger pupils did not take their reading books home. Often this lack was associated with a belief that their parents could not help them, because they did not speak English. However, this view is mistaken as even sitting with a child while he or she reads at home is enough to demonstrate support and to help in the important task of motivation.
23. The teaching and other provision for pupils with special educational needs is good. Pupils are supported sensitively with well constructed Individual Education Plans. Teachers adapt planning carefully and discuss what needs to be done with their teaching assistants. In turn, teaching assistants therefore understand what is required and ensure that the pupils with whom they work make good progress towards their targets.

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

24. The school provides a satisfactory curriculum overall, although the range of extra-curricular activities is limited. Statutory requirements to teach all the subjects of the National Curriculum are met and what is taught in religious education follows the locally agreed syllabus as required. Subject co-ordinators continue to develop schemes of work that are based on guidance of the Qualifications and Curriculum Authority (a national agency that recommends what should be taught). What is taught in the Nursery and Reception classes is based firmly on the nationally prescribed areas of learning for this age group, with planning that takes due account of the national *stepping stones* and *early learning goals*.
25. The planning for English and mathematics is rooted in the National Literacy and Numeracy Strategies. Daily lessons follow the recommended patterns closely and *booster* and *springboard* classes are available for pupils who require a little extra help to reach the expected level for their age. Pupils are given opportunities to apply and develop literacy and numeracy skills in other subjects but, bearing in mind pupils' linguistic needs, not enough time is spent on opportunities for all pupils to develop standard forms of spoken and written English or to broaden their general

vocabulary. Given the fact that teachers know their pupils well and that standards are improving, the school is now well placed to refine what is taught in these areas to raise attainment further. For example, in some lessons outside the core subjects of English, mathematics and science, insufficient time is available for pupils to record fully what they learn. Teachers' planning helps to ensure that pupils acquire knowledge, understanding and skills in a systematic way in which skills build carefully on what has gone before. This planning of subjects is an improvement since the last inspection.

26. In information and communication technology, pupils are provided with good opportunities to acquire and practise skills that are required to control and operate programs. Despite the fact that the school's computers were accidentally damaged during a half-term holiday just before the inspection, pupils' displayed work demonstrated good uses of programs throughout the school to support teaching and learning. Furthermore, this good use of new technology was evident in many subjects.
27. The provision for pupils with special educational needs is good. Class teachers and learning support assistants work closely together and plan work carefully to help pupils make good progress. However, provision for pupils with English as an additional language is unsatisfactory. With funds provided from a specific grant, the school employs specialists to support pupils in their work. However, since the last report, the number of pupils needing this help has increased steadily and, although the teaching itself is good, it is no longer sufficient to meet the need.
28. In their questionnaires, parents expressed the view that the range of extra-curricular activities is limited. Inspectors agree with them. Only a homework club, run by volunteers, and rehearsals for a dance group that was entering the St. Paul's Carnival had been meeting prior to the inspection. Nevertheless, this dance group was attaining a very high standard. Senior staff are aware that opportunities are limited and they have begun to seek additional activities; a breakfast club started to admit pupils during the inspection week.
29. The provision of personal, social and health education offers pupils of all age groups satisfactory opportunities to learn about issues of safety and health. For example, appropriate attention is given to sex education, what it means to be a good citizen and to the dangers of misusing drugs. This provision is further supported by visits from the health and police authorities.
30. The school has many strong features for ensuring that pupils feel safe and are included in what it provides. However, equal opportunities to succeed and make progress are hampered by the shortage of available staff to support pupils for whom English is not the mother tongue, and this aspect is unsatisfactory. Conversely, opportunities for pupils with special educational needs, including those with emotional or behavioural difficulties, are good.
31. Links with the community are good. For example, links with *Rolls Royce* provide additional adult support for pupils' reading as well as assisting in special redecorating projects. Police officers and representatives of the Health Authority visit the school on a regular basis and work closely with pupils and parents. Pupils are welcomed by members of the local community to make visits as part of their studies. For example, in Years 1 and 2, pupils visit a variety of religious buildings and older pupils visit *Bristol Life Skills Centre*, which further promotes good citizenship, and the *Commonwealth Museum*. The school is part of a strong cluster group of local schools and the headteacher attends regular meetings to share expertise and ideas for improvement. Pupils also learn about others' needs when they organise fund-raising events for national charities such as *Comic Relief* and the *NCH – Action for Children*.
32. While the school has no specific policy to ensure the spiritual, moral, social and cultural aspects of pupils' personal development, its provisions in this aspect are satisfactory. An environment where all pupils are respected equally encourages the development of mature relationships and attitudes. Provision is supported by wall displays that constantly support pupils' self-esteem as well as their interest in subjects.
33. The school no longer fails to provide a daily act of collective worship and its provision for pupils' spiritual development is now satisfactory. Assemblies provide pupils with opportunities to reflect

on their lives and to have spiritual experiences through shared thoughts and prayers and during enthusiastically accurate singing of songs. A wide range of religious faiths and customs is represented in the school and all are treated with similar respect, which is expressed in the celebration of many different festivals. Pupils typically present themselves in a friendly open manner, which reflects the importance that the school places on promoting their self-esteem, and demonstrates that they accept the values that are expressed in religious education, assemblies and across the curriculum. Opportunities are provided for pupils to talk about feelings and responses to situations that challenge their emotions. Such occasions arise during times immediately before and after daily registers are called, during religious education, and sometimes in literacy, art and design or music lessons.

34. Suitable provision for pupils' moral development is embedded in the school's climate for learning. Expectations of how pupils should treat one another are made very clear. Rules are referred to when pupils transgress, so they understand the reasons why their behaviour is described as good or bad. Teachers provide good role models of patience, tolerance and consideration for others.
35. Provision for pupils' social development is good. Teaching is inclusive of all pupils, while recognising that individuals have different needs. Planned opportunities arise for pupils to work together in pairs or groups and they do so effectively and willingly. A good school spirit of co-operation and teamwork is emphasised, which pupils share and support. They are encouraged to be considerate of other pupils, because it is "our school and we are all in it together", and also to see themselves as part of a wider community in Baptist Mills. There is a School Council but it does not have a very high profile. Some older pupils are involved in a peer mediation scheme which promotes the importance of mutual responsibility, as well as benefiting the participants.
36. Pupils' cultural development is well provided for. The varied cultural origins of pupils' families are recognised and celebrated and the multicultural strands of many aspects of the curriculum are a strength of the school. In one lesson, for example, pupils were asked to discuss the emotion expressed on the faces of African masks. Pupils are given ideas of many cultures beyond those found locally. Valuable input is provided from visits and from visitors such as a dance group and a sculptor who have worked in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Significant improvements have been made in many of the school's procedures to promote and monitor pupils' academic and personal development. Nevertheless, important weaknesses also remain, principally regarding the use of information about pupils' progress. Also, procedures for dealing with child protection are flawed by the absence of the trained person with designated responsibility. A similar problem arose in the last inspection and highlights the importance of having at least two members of staff with training.
38. Systems for assessing and monitoring pupils' academic progress that have been evolved and introduced since the last inspection now include the collection of significant amounts of data. However, the information collected is often in a form that makes it difficult to analyse, including pupils' progress in English. This feature limits the knowledge that teachers and subject co-ordinators have of the effectiveness of their work. It also makes target-setting and adaptations of planning in the medium to long term much harder, as information is not readily accessible and easy to use. Nonetheless, it represents a marked improvement on what was available in the past, which was described as insufficient. Strong leadership from the governing body has resulted in the appointment of a new governor with specific experience and expertise in building up, analysing and presenting data. This governor intends to rationalise all data that is currently available and present it in a way that will enable more efficient tracking of pupils' progress. This work clearly has the potential to identify any pupils whose progress gives rise to concern, so suitable intervention can be planned. Statutory and voluntary National Curriculum tests are used to check that targets are being met and that pupils are making the progress that is predicted for them in literacy and numeracy. Personal development is promoted through suitable topics under social and health education. However, inadequate time is allocated for monitoring and evaluating their effectiveness.

Nevertheless, teachers know pupils in their classes well and keep informal records of their behaviour, personal development and attitudes. Assessments of pupils with English as an additional language are routinely made on pupils' admission. However, the sheer pressure of working with the number of pupils that now require support means that little time is available to carry out the desirable follow up tests.

39. Systems for ensuring pupils' health and safety have significantly improved. There is now a generally greater awareness of what is required throughout the school, which has had a strongly beneficial effect on teaching. For example, pupils themselves are aware of safe practices in physical education and follow them; regular fire practices are now recorded, and appropriate records are kept of accidents, bullying, or any incident with a racist overtone. Staff have been trained to undertake risk assessments and an appropriate safety representative has just been nominated. It is significant in light of the improvement that, when a few health and safety issues were raised during the inspection, they were already known and plans existed to rectify them.
40. Since the last inspection, the school has made major advances in improving pupils' behaviour and eliminating poor behaviour. A good policy has been drawn up to promote good behaviour. Teachers' strategies, which include a sensible but generous use of praise, are effective in developing pupils' understanding and adoption of appropriate actions. This improvement is in the context of teachers' good knowledge of pupils, which enables appropriate responses to be made to suit particular individuals. Good use is made of the Education Action Zone, which sponsors support from *BLIP* (a project that has been set up to offer advice and strategies to improve learning and behaviour in schools). Furthermore, the views of pupils, parents and staff have been taken into account when devising plans and policy for managing behaviour.
41. The school continues to encourage attendance with a range of strategies that are now having a demonstrable, although not conclusive, effect. For this reason, such activities need to be continued at all opportunities. Nevertheless, parents are frequently reminded of the importance of full attendance, including in the prospectus and newsletters. Further reminders are displayed prominently in the school on multi-lingual posters. A complete record of each pupil's attendance during the year is included with his or her annual report. The educational welfare service provides additional support, although on occasions it is not called in quickly enough.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents hold very favourable views of the school and most aspects of its work. They express strong verbal support for the absent headteacher, although the extent to which they are involved in the school's work has not made significant progress since the last inspection.
43. Parents express considerable confidence in the standard of teaching and most are content with the progress that their children make. They feel that the school expects pupils to work hard, and that it helps them to mature. Parents are confident that the school works well in partnership with them. They find it very approachable and responsive. Significant minorities of parents have concerns about the amount of homework that is provided and the range of activities outside lessons. Inspection evidence validates parents' confidence in aspects such as teaching and approachability, but it also supports their concerns. It confirms that amounts of work for pupils to do at home vary from week to week and class to class, and that some pupils at an early stage of acquiring English do not always take a reading book home. The range of activities that is provided outside lessons is limited.
44. The school's provision of information for parents is satisfactory. The prospectus and governors' annual report comply with statutory requirements and the minutes of the governors' annual meeting are notably full and welcoming. Regular weekly newsletters provide useful information and help to promote the school's policies. Many key documents are made available in a range of languages for the benefit of those parents who do not speak English at home. Annual reports on pupils' progress explain to parents what their children have learnt. However, not all reports offer clear information about progress and do not indicate how well pupils are attaining in relation to national expectations

or averages. Comments intended to help pupils to improve are provided, although many are restricted to little more than advice to try harder.

45. Only a few parents provide help in school, such as during literacy lessons. However, several parents are willing to accompany pupils on visits off site to places of interest. Although many parents listen to their children read at home, a significant number of pupils reported to inspectors that their parents do not. A few reported that their parents do not understand English and therefore could not help them. School events are well attended and a Parent-Teacher Association focuses on social events and fundraising. Parents have also formed an action group for co-operation with the local police.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. At the time of the last inspection, serious weaknesses were identified in leadership and management. Weaknesses were found in the role of the governing body, co-ordination of subjects and the specific role of the deputy headteacher. Important improvements have been made and, although further improvement is needed, serious weaknesses are no longer evident. The work of the governing body has improved considerably and its involvement in prioritising what needs to be done and in providing vision and leadership is a strength of the school. Systems for monitoring teaching have been particularly effective in improving its quality since the last inspection. Systems of assessing pupils' work have been introduced and have produced considerable amounts of information. However, the role of the deputy headteacher remains insufficiently clear, with too few fully delegated tasks or aspects to demonstrate a key impact.
47. The headteacher has provided a clear direction since the last inspection and has successfully managed a number of changes that have improved provision. For example, policies, schemes of work and planning are now ensuring that the National Curriculum is adapted better to pupils' requirements, especially those with special educational needs. Initiatives that focus on pupils' behaviour have successfully eradicated poor behaviour and raised pupils' attitudes to work. The better teaching is beginning to show signs of raising standards. These improvements mean that the school's aims are now reflected well in its work. However, the rate at which attainment is rising has been hampered by insufficient specialist teaching for pupils whose mother tongue is not English. This direction is not at risk during the headteacher's absence, as the acting headteacher has made a strong impact in a very short time. Furthermore, the local authority has made careful contingency plans to ensure that high quality leadership will be available until the headteacher's return. Subject co-ordinators understand their roles and support teaching effectively, keeping up-to-date with national and local developments and checking that what is taught meets the requirements of the National Curriculum.
48. The governing body, led by a very knowledgeable Chair, has begun to influence leadership and management very strongly. Considerable knowledge and expertise is being brought to bear. For example, a link governor with responsibility for issues of health and safety introduced checklists and instituted changes to encourage staff to report problems, so any faults would come to light and be rectified quicker. A strong parent governor clearly articulates the advantages of the school's multi-cultural nature, promoting it within the community as a positive feature from which all pupils can learn and benefit. Furthermore, the Chair understands how a strong governing body can influence management within the school. A very good example is the recent recruitment of a new governor with expertise in monitoring systems. This governor has already been given the brief of improving uses and applications of assessment data – an issue that the inspection confirms as a priority.
49. Systems for gathering information about the work of the school have been used successfully to draw up future developmental and action plans. These have satisfactorily prioritised what needed to be done after the last inspection, especially aspects of teaching, what is taught and pupils' behaviour, in order to raise standards. However, important features of the school's evaluation of its own performance are currently unsatisfactory. For example, performance management is too dependent on the headteacher and, during his absence, has had to be temporarily suspended,

owing to a lack of trained leaders. Nevertheless, morale amongst the staff is good and teachers are determined to continue the process of improvement on which they have embarked. Procedures to induct new staff and work with trainee teachers and other students are sound.

50. The headteacher and governors keep a regular check on income and spending, with good support from the governors' chair of finance. The headteacher and governors ensure that priorities in the improvement plan receive adequate resources in terms of both money and time. Plans for capital expenditure are submitted to comparative estimates to ensure that good value is achieved and expert advice is sought. Governors understand that when money is spent, it should make an impact on standards. Good and proper uses are made of funds that are given to the school for specific purposes. For example, funding for special educational needs is fully spent on this provision. Administrative staff manage accounts effectively on a daily basis and contribute well to how the school runs on a daily basis.
51. Overall, the school has a sufficient number of well trained teachers and teaching assistants. However, the school has no teaching assistants who are directly responsible for the support of pupils at early stages of English as an additional language, and teachers with specialist expertise in this area are over-committed. Welfare, administrative, caretaking, cleaning and midday supervisory staff all make valuable contributions to the school's effectiveness. The school's accommodation is satisfactory overall. Large open areas, which provide adequate space for physical education and for dining, are available. Exterior space is used well, including fenced areas for pupils of Nursery and Reception age. Resources are often of good quality and are looked after and respected well by pupils. However, the school's stock and provision of library books is in need of review to ensure that it meets pupils' learning requirements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. Since the last inspection, the headteacher and staff have worked hard to bring about improvements. Furthermore, they are aware of several of the following features that have been identified in this inspection. To improve the school further, its governors, acting headteacher and staff should:
- (1) Raise standards in the core subjects of English, mathematics and science, and in those subjects across the curriculum in which attainment is below expected levels, by:
- finding ways and means to provide more support for pupils with English as an additional language (see paragraphs 2, 4, 74);
 - emphasising standard forms of spoken and written English, throughout the school, and at all times (see paragraphs 75, 95, 97, 101);
 - similarly, taking every available opportunity to enrich pupils' general vocabulary (see paragraphs 76, 98);
 - ensuring that pupils join their handwriting at all appropriate times (see paragraph 76);
 - reviewing whether more time can be allocated to subjects such as history, geography and religious education to use them more effectively for pupils to write factually, expressively and descriptively (see paragraphs 95, 98, 101 and 119);
 - in Numeracy Hours, continuing to improve pupils' understanding of how to apply their knowledge of number to solve problems that are set in words (see paragraphs 6 and 81);
 - increasing opportunities for practical mathematics by emphasising measurement and the use of data in subjects such as design and technology (see paragraph 95);
 - in science, continuing to develop pupils' speaking and writing, especially in the aspect of scientific enquiry, experiments and scientific testing (see paragraphs 6, 88, 89 and 91);
 - in design and technology, raising the profile of the "characteristic design, make and evaluate elements of the subject", as outlined in the National Curriculum (see paragraph 97);
 - in history, emphasising the necessary background knowledge of English and European heritage (see paragraphs 9 and 101).
- (2) Raise attendance closer to the national average for primary schools and improve pupils' punctuality, by:

- ensuring that all parents understand the consequences of poor attendance and/or punctuality on their children's learning (see paragraphs 14 and 41);
- bringing to parents' notice that authorised absences for holidays are entirely at the school's discretion, not the parents' (see paragraphs 14 and 41).

(3) Improve uses of assessment, by:

- simplifying the recording of information, so it is more easily understandable and accessible to subject co-ordinators and class teachers, for the purposes of both tracking progress and modifying planning of what is taught (see paragraphs 38 and 79);
- improving uses of assessment in subjects across the curriculum (see paragraphs 97, 103, 108 and 121);
- using information more effectively, so there is more precision about what pupils should know at the end of lessons and sequences of lessons (see paragraphs 38 and 79).

Other features that governors might wish to include in an action plan

- Ensure that the duties of the deputy headteacher match the strategic importance of the post (see paragraph 46).
- Improve the range of extra-curricular activities (see paragraphs 28, 43 and 117).
- Ensure that the use of homework is more consistent in terms of amounts of what is set (see paragraph 22 and 43).
- Ensure that parents with little or no English understand that they can still support reading and other work at home (see paragraph 45).

THE ACHIEVEMENT OF AND PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

53. The number of pupils with English as an additional language has risen significantly in recent years and these pupils now constitute over 40 per cent of the school's roll. These numbers are rising constantly, with new arrivals often at early stages of English acquisition, many with no previous experience of English. In addition, many pupils whose mother tongue is not English have very little, if any, schooling in another country, and so have low levels of literacy in any language. These pupils enter every year group, but constitute a high proportion of the Nursery, Reception, Year 1 and Year 2 classes. Many pupils do not speak English at home. Sizeable minority ethnic groups who nonetheless speak English or a distinctive dialect of English are also represented in the school. Many pupils with English as an additional language are refugees and join the school during the educational year, which means that teaching groups are constantly changing. Several of these pupils then move on again, sometimes after only a few weeks. Owing to these growing and fluctuating numbers, support for pupils is difficult to organise and manage. Support from the local ethnic minority achievement service has increased only a little and is now the equivalent of just over one full-time member of staff between all eight years in the school. However, funding from the Education Action Zone has been used to supplement this provision. As a result, pupils are supported by a bi-lingual teacher for pupils with languages from the Indian sub-continent for a day and a half, and a recently appointed Somali speaker for one day per week, again shared between all classes. However, it is doubtful whether even this level of extra support can be sustained. Funding from the Education Action Zone is soon to be discontinued. This is highly unfortunate as current provision is insufficient to provide fully for the increasing numbers of pupils with English as an additional language who are joining the school. Furthermore, the school has no classroom assistants whose job descriptions make them directly responsible to specialist teachers. This feature limits available support when expert teaching is not available to a particular individual or group, which means that progress is not as rapid as it otherwise might be. It has its strongest impact on pupils who enter classes for older age groups. Both general and technical vocabulary needed to understand subjects at the levels at which they are taught in these classes is complex. Without availability of specific classroom assistants, provision is insufficient. However, by the time pupils reach Year 6, those who have attended the school throughout their education, or for a large number of years, acquire enough English to achieve satisfactorily. Other pupils do less well

because the amount of available support does not allow them to acquire literacy skills in English quickly enough to achieve their best under the conditions of written National Curriculum tests.

54. The co-ordinator and teachers spend much time and energy carefully assessing English stages and needs, liaising with families, preparing class teachers and ensuring smooth inclusion. Owing to this good work, induction is often very effective indeed and records of assessment demonstrate very good progress in the acquisition of everyday vocabulary. As a result, pupils quickly achieve confidence and enough English to make their daily needs known. Other pupils in the school display very good attitudes and are generally tolerant, friendly and welcoming, so incoming pupils feel comfortable and settle quickly. They are allocated a "buddy", often another pupil who speaks their language, or if not, another supportive member of the class, which helps with this swift induction. Teachers are also very supportive and understanding of these pupils' needs. They spend much time with them on language work at opportune moments such as registration, which helps to boost their initial English.
55. In the Nursery, the nursery nurse is bi-lingual, and uses her knowledge to support children well, offering them words that they do not know. As a result, they rarely get stuck, so learning continues at a good rate. Nevertheless, overall attainment on entry in communication, language and literacy is often very low, so despite good teaching only a few children reach the usual standard for their age by the time they begin the National Curriculum in Year 1.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	24	8	1	0	0
Percentage	0	18	60	20	2	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	167
Number of full-time pupils known to be eligible for free school meals	14	76

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	0	3
Number of pupils on the school's special educational needs register	1	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	86

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	7

Attendance (2001-2)

Authorised absence	%
School data	9.6
National comparative data	5.4

Unauthorised absence	%
School data	1.9
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
	2002	14	6	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	13	12	12
Percentage of pupils at NC Level 2 or above	School	65 (52)	60 (52)	60 (55)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC Level 2 or above	School	65 (61)	65 (61)	65 (64)
	National	85 (85)	89 (89)	89 (89)

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

Aparate figures for boys and girls are not shown as too few girls took tests.

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
	2002	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	3	5	5
	Girls	8	4	7
	Total	11	9	12
Percentage of pupils at NC Level 4 or above	School	35 (28)	29 (22)	39 (56)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	1	6	3
	Girls	4	4	6
	Total	5	10	9
Percentage of pupils at NC Level 4 or above	School	16 (22)	32 (33)	29 (39)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
5	0	0
0	0	0
0	0	0
3	0	0
1	0	0
0	0	0
25	0	0
10	0	0
11	0	0
5	0	0
0	0	0
34	3	0
25	0	0
21	0	0
0	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	24.1
Average class size	24.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	103

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	2
Total aggregate hours worked per week	23

Financial information

Financial year	2002-3
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	£
Total income	646,391
Total expenditure	635,889
Expenditure per pupil	3,382
Balance brought forward from previous year	20,028
Balance carried forward to next year	30,530

Number of pupils per FTE adult	9.3
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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: 18%

Number of questionnaires sent out	195
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	16	5	3	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	53	37	8	0	2
My child gets the right amount of work to do at home.	37	26	18	11	8
The teaching is good.	61	39	0	0	0
I am kept well informed about how my child is getting on.	47	39	11	0	3
I would feel comfortable about approaching the school with questions or a problem.	66	26	0	0	8
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	45	55	0	0	0
The school is well led and managed.	47	47	3	0	3
The school is helping my child become mature and responsible.	55	37	3	0	5
The school provides an interesting range of activities outside lessons.	21	32	16	3	28

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

56. The Nursery has 30 places for three to four-year-olds, who attend full-time after a short period of part-time induction. During this induction period, arrangements are made for the children to eat lunch at school at least once or twice, before they take up their full-time place. Currently 28 are on the roll and the Nursery is nearly full. Children are admitted in the term after their third birthday. Entry to the Reception class takes place in September following a child's fourth birthday. If children enter Reception from another Nursery, a short period of part-time attendance is offered to help them settle. However, in practice, parents usually turn this offer down. The Nursery is staffed with one full-time teacher, a nursery nurse and a classroom assistant. Similar staffing arrangements apply in the Reception class. At the time of inspection, although it was nearing the end of the educational year, several children in the Reception class were still under five.
57. Many children's attainment on entry to the Nursery is particularly low in communication, language and literacy. Although teaching is good, sometimes very good, children do not have sufficient time to advance to average levels by the time they transfer to the Reception class. As a result, their overall attainment remains well below what is usually found at this age also. A high proportion of children are learning English as an additional language. Many of them speak little or even no English when they first start school and many begin at unusual times during the year. These children are integrated very sensitively. As a result, they settle well and appear secure within the Nursery and Reception classrooms. Other children, from homes where English is their mother tongue, also use few adjectives and frequently lack standard forms of spoken English. Their attainment is also low with respect to language development. Several children are identified as giving rise to a concern that might indicate a special educational need. Currently, one pupil in the Nursery and a few in the Reception class are placed on the school's register of special needs. This early identification, coupled with good advice from the co-ordinator, results in effective modifications of what is taught, so progress begins quickly. However, only very few children begin with attainment above what is usual, which, nevertheless, means that a wide range of learning needs is present.
58. The overall quality of teaching in Nursery and Reception classes is good. Good planning that uses national guidelines for the age group effectively ensures that basic skills are taught well. In the nursery, a bi-lingual nursery nurse supports teaching with particular effect, providing additional support to children for whom English is not their mother tongue. Other support staff in both age groups are also very knowledgeable and resources are varied and used very effectively. As a result, children acquire basic skills at a good pace in all areas of learning and achieve well from their low starting points.

Personal, social and emotional development

59. Children make good progress in this area and many are on course to reach nationally described standards for the end of the Reception year. Adults are particularly sensitive to the needs of children from homes where circumstances are challenging, providing good emotional support. Other children do not have opportunities to speak English before they start school and, in Nursery and Reception classes alike, teachers, nursery nurses and teaching assistants are very aware of the need to ensure that these children feel secure and comfortable. All adults are very supportive. In the Nursery, the day begins very smoothly. Children enter with their parents and follow a routine, which ends with them seated at a table, sharing a picture book or an artefact with an adult. As a result, they settle down quickly and develop an expectation that they should be calm in school. Children learn to share and take turns. They are constantly encouraged to feel confident about what they can achieve in a variety of situations, as varied as sharing refreshments daily and handling books. At times, it is clear that these good attributes do not always come easily and adults have to work

hard to make sure that all children sit still and listen. Nevertheless, strong support, praise for those who are ready and reminders about what to do are strategies that are used effectively.

60. Throughout the Nursery and Reception years, new children from time to time arrive at the school. This situation sets new challenges to teachers, nursery nurses and assistants, as these children often require special attention in order to raise their confidence and self-esteem. Nevertheless, skills that are acquired in the Nursery are continued in the Reception class. Children of all different backgrounds work and play in harmony. Their confidence in trying new activities is developed well. A good example in the Reception class occurred when children sat in a circle and took turns with two dice during a counting game. Children are effectively taught differences between right and wrong and are offered strong guidance about what it means to behave sensibly. Their spiritual development is addressed well. In the Nursery, children were encouraged to wonder about what might be happening when a magnet works. In the Reception, opportunities were provided to reflect and express ideas about human senses such as touch and smell. These older children also attend whole school assemblies on a weekly basis, taking part in the collective worship.

Communication, language and literacy

61. A high proportion of children are at an early stage of language development in English, which means that only a small minority are likely to reach Early Learning Goals for this area. For example, although all children listen attentively to stories, only a few have sufficient language and confidence to explain their favourite parts of the story or to give ideas about what might happen next in any detail.
62. Good teaching in the Nursery develops children's speaking and listening skills. In the context of a high number of children whose English is not their mother tongue, instructions for activities are given clearly and distinctly. Good methods such as demonstrations and uses of visual information enable all children to understand what they should do. Adults develop children's communication well, providing good role models in the way that they speak to each other and to children. They question children in small groups and individually, and listen carefully to them, setting a good example. As a result, children grow in confidence and begin to talk to each other or adults as they work. Nevertheless, their speech is often characterised by single word answers. Other good strategies such as listening to stories and sharing a book are used liberally. *The Brown Bear*, in a dual language version, was used effectively to teach new vocabulary. In this example of good teaching, the nursery nurse used several languages to support children's learning of the English words. Children are encouraged to make marks on paper and to recognise their own names when written down.
63. In the Reception class, good teaching includes very good uses of a quiet room, which helps adults to focus the children's attention on the development of literacy skills. For example, in a very good session, their teacher concentrated children's attention on features of books that would help them to distinguish different types. Good questioning about pages that listed contents and an index at the back helped children to recognise a non-fiction book. Similarly, a series of questions about pictures, the title and characters indicated a storybook. It was clear that nearly all the children were able to make these decisions correctly by the end of the session. However, several of them, owing to their lack of English words, found it hard to explain their reasons. Children are taught to make the shapes of letters, and to relate letters to sounds. They write simple words, short sentences and groups of words, including their own names. They sit in groups with an adult and share the reading of books. However, owing to the very low starting points of many children in this area of learning, and despite good teaching, very few children match the standard for their age that is described nationally.

Mathematical development

64. Based on good teaching, nearly all children make good progress from an overall low starting point on entry. A few are on course to achieve the Early Learning Goals. Nonetheless, the majority are not expected to reach this standard by the end of the Reception year.

65. In the Nursery, good opportunities are provided for children to match, sort and count using every day objects. They frequently recite number rhymes and sing songs to help them learn the names of numbers. However, many children with English as an additional language do not consistently

recall the English names of basic shapes, and several other children use such words hesitantly. A few are, however, adept at matching shapes and join simple wooden puzzles quickly. Children gain simple ideas of capacity and weight from practical experiences with sand and water.

66. Teaching is consistently good in the Reception class. Very good use is made of a range of resources, including wooden puzzles, jig-saw shapes, number games and a range of numeral shapes and cards. Ongoing assessment of children's learning is also very good, so tasks are quickly adapted to needs. These artefacts support children's learning well. Children learn to recognise basic symbols such as "+" and "-". In a good lesson, a group was sitting sensibly on the carpet, and good questioning ensured that they learnt to relate these symbols to ideas of "counting on", "adding", "counting back", "subtraction" and "taking away". Later in the week, this work was carried further, when children were shown how to use these skills in everyday situations such as working out the number of passengers on a bus and using information about how many got on and off and how many had been on the bus originally. The children coped well with the mathematics in such situations, although many of them needed a lot of help with the English involved. Nevertheless, good uses were made of student-teachers to support them and nearly all were successful. It is clear that a few higher-attaining children count well for their age and order accurately up to 10, and even beyond, and recognise numerals by the end of the Reception year. Children with possible special educational needs are identified and supported well with resources and extra time with adults, so they make good progress in relation to their individual starting points. Games, objects in the environment, plastic toys and similar resources are used well to teach the names of common regular shapes.

Knowledge and understanding of the world

67. The quality of teaching in this area is good throughout Nursery and Reception classes. Planning and use of various resources offer the children a variety of experiences to support their knowledge and understanding of the world. For example, teachers introduce many different materials, such as paper, card and textiles, to develop early ideas of building and technology. Displays in classrooms contain many items from which learning can take place, as well as attractively presented children's work. However, a significantly high proportion enter the Nursery and Reception classes with little general knowledge. Furthermore, a few of them have arrived straight from overseas and have very little knowledge of England. These factors, despite the good teaching, contribute to weaknesses in attainment by the time they begin the National Curriculum in Year 1. Nevertheless, progress from low starting points is good.
68. In a good session in the Nursery, children were encouraged to think about what helps to keep human beings healthy. They studied fruits from around the world and thought about where they came from. They handled a wide range, including paw-paw, kiwi, oranges and others from nearer home. They were asked to taste these fruits and to explain what it felt like to hold them, so ideas of natural shapes and texture were explored and the use of good words to describe them was encouraged. This work provided a good link to children's language needs, offering them many English words, while broadening the vocabulary of native speakers. At the same time opportunities to build self-esteem, acknowledging the countries of origin of children's families, were taken. For example, on appropriate occasions it was pointed out that "...this one is from the land where mummy and daddy came from".
69. Good teaching continues in the Reception class. Work that was seen included a study of minibeads. Scientific instruments such as pooters, magnifying glasses and microscopes of a good design for young children were available. The children explained how they had been outside and spotted centipedes and snails, and they now knew where to look to find them again. As in the Nursery, good links were established with other areas. This time, children had used clay moulds to make the shapes of insects and had drawn and painted butterflies and caterpillars. Computers were

available in the Nursery and Reception rooms and children used them to operate programs that were associated with various other activities. For their age, they demonstrated accurate skills with the mouse, controlling a cursor well, moving it across the screen and clicking when they were ready.

Physical development

70. In this area, nearly all children are on course to meet national goals. Children in the Nursery and Reception classes have access to areas outside. These areas are safe and secure. The Nursery space contains large toys and a fixed climbing frame. This equipment is used well to promote children's physical development. Reception aged children have timetabled access to an indoor hall. These facilities promote pupils' acquisition of skills in running, jumping and balancing. They are clearly taught awareness of space and encouraged to develop co-ordination and control of their movements.
71. In both classes, children receive good opportunities to develop hand and eye co-ordination when they use pencils, brushes, small cutting tools such as scissors, and similar items. Good links occur with creative development when music and rhythms are used to accompany movement. Overall, children are making good progress in this area of learning.

Creative development

72. Teachers provide good opportunities for creativity. In the Nursery, children draw, paint and make collages. Most children meet national goals by the end of the Reception class. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture and work with a good range of materials. During the inspection, for example, their work on minibeasts provided opportunities to model with malleable materials and to use shaped cutters that represented insects.
73. Other well linked activities in both Nursery and Reception classes involved singing of number songs such as *Alice the Camel had Ten Humps* and *1, 2, 3, 4, 5, once I caught a Fish Alive*. The children joined in well with these and similar activities and demonstrated a developing awareness of staying in tune and keeping to a pulse.

ENGLISH

74. National Curriculum tests for pupils in Years 2 and 6 have shown similar very low standards to those described in the last inspection report. In 2002, for example, results were in the bottom five percent nationally and remained well below when only similar schools were considered. Based on work that was seen during the inspection, standards are now well below average, but are improving, especially for pupils in Year 2. A very high proportion of pupils begin the National Curriculum with particularly low levels of communication skills in English. Many of these pupils are at early stages of learning English as an additional language. Furthermore, a high proportion of pupils enter the school at times other than the beginnings and ends of years. In recent years, several of these pupils have joined the school directly from overseas, without any prior experience of schooling. In a few cases, these pupils have been old enough to go straight into Years 5 and 6, with little time therefore to learn enough English to attain their true potential under test conditions. Good specialist teaching of English as an additional language has simply been unable to compensate quickly enough. All of these factors are significant in keeping standards low, even though class teaching in Literacy Hours is often good. For these same reasons, the school's targets for National Curriculum test results are unrealistically high and it is very unlikely to reach them.
75. In Year 1, many pupils are working at a level that is normally expected of younger pupils. Nevertheless, a few higher-attaining pupils are beginning to read with fluency and in their spelling tackle sound-blends such as "sp" and "sn". By Year 2, the school's higher-attaining pupils are reaching expected levels for their age, and a few exceed them, which are good achievements, bearing in mind their starting points. For example, these pupils produced several rhyming lines for a nonsense poem. Other pupils' progress is often good, particularly when facilitated by the support of the specialist teachers for the support of those for whom English is an additional language, but overall attainment remains well below average by the end of Year 2. In their reading, pronunciation of sounds is often inaccurate, with even higher attaining pupils sometimes guessing at both words

- and meanings. These difficulties are, for many pupils, based on lack of experience in speaking English. Many of them seldom speak English outside the context of school.
76. A similar picture emerges in classes for older pupils. Many lack the expected range of vocabulary. A higher than usual number of pupils join the school at unusual times. This number added to refugees who join and then move on again cumulates over the years. In the last couple of years, in the classes that reached Year 6, fewer children began at the school than joined at a later date. The effect is that standards at the school do not benefit from the sound, often good, work that it does. This weakness is usually seen in a marked lack of general vocabulary. In Year 4, for example, pupils lacked words that underpinned their topic of 'advertisements'. Many did not understand "layout" which was crucial to the task that was set. Often, because teaching in Literacy Hours is good, pupils know the technical vocabulary of the subject. For example, in Year 5, several pupils knew the meaning of "rhetorical questions", while not knowing the more mundane words in the texts from which they were working. By Year 6, the range of attainment in reading, writing, speaking and listening is very wide, from recent arrivals to the country, who speak and write very little English, to a few pupils who are likely to attain higher than expected levels for their age in this year's National Curriculum tests. Attainment in spelling and handwriting shows these same variations. Not all pupils, for example, join their handwriting routinely at all times when it is appropriate to do so. Overall, while attainment is higher than in the recent past, it remains well below average.
77. Pupils' attitudes to English are very positive. They want to learn and nearly always behave well in lessons. Many of the children who are from the families of refugees are particularly enthusiastic about their schooling and even young ones try very hard to develop and express their ideas orally or in writing, even when they have very little English. Other pupils demonstrate positive responses to their class-mates. They prompt them helpfully and absorb them into their working groups. Understandably, though, a few pupils are noticeably passive, lacking confidence in their English to indicate that they do or do not understand what the teacher has said. Both teachers and teaching assistants are sensitive to these needs and they check with these pupils frequently.
78. The overall quality of teaching is satisfactory, although it is good in nearly all Literacy Hours. Teachers generally prepare literacy sessions according to the guidance given for the age groups of pupils in their classes. However, the school has begun other English teaching initiatives, such as separate guided reading and specific handwriting lessons. In these lessons, teaching is satisfactory, which brings down the overall quality. The impact of these extra sessions on overall standards has not yet been evaluated. Shortcomings lie in the fact that some pupils do not have enough language to be able to work independently while the teacher is focused on another group. Time is therefore not always spent efficiently. Lack of teaching assistants with direct responsibility to teachers of English as an additional language exacerbates these problems. Nevertheless, management of pupils is invariably good, which produces a purposeful climate for learning. Class teachers work well with specialists in English as an additional language. For example, in all lessons when this support was present, planning ensured a good partnership between the staff concerned. The support teacher ensured that those pupils with whom they worked understood the main points of the lesson. They checked their knowledge and coaxed them to reply to questioning and gave them the confidence to speak. On other occasions, they took the lead in lessons, sharing the load of whole-class teaching. These arrangements work well, since difficulties with vocabulary and knowledge of standard forms of spoken and written English are shared by natural English speakers, and those for whom English is an additional language. However, under these circumstances, insufficient time is spent on the development of speaking skills, as opposed to reading and writing. A greater emphasis on speaking and listening in teachers' planning is therefore indicated, with a specific drive to improve pupils' general vocabulary.
79. The literacy co-ordinator has worked hard since the last inspection, focusing on raising standards. Various initiatives, such as *Reading Recovery*, and *Early Literacy Support* have also been introduced and are having beneficial effects for identified groups of pupils. Often these pupils have special educational needs, and this provision addresses their requirements well, matching targets in their Individual Education Plans. Similarly, adaptations of work in Literacy Hours support the needs of these pupils well. The school has only a few higher-attaining pupils. Nevertheless, planned work is also adapted to meet their needs. Furthermore, the likelihood is that these few pupils will attain a higher than expected level in the 2003 National Curriculum tests. Procedures for

assessment have been introduced since the last inspection and have been used to record, track and demonstrate progress. However, the information that has been gathered is bulky and

not easy to use. As a result, its effectiveness in adapting plans and setting targets is not as precise as it might otherwise be. Senior staff are aware of this fact and have plans to reorganise how it can be recorded in a more easily usable form.

MATHEMATICS

80. By the end of Year 2 standards of attainment are well below average. The main reason is that attainment on entry to the school is often very low and pupils do not have enough time to reach average levels by the end of Year 2. Contributory factors are the high proportion of pupils entering the school with English as an additional language at an early stage of development, who struggle with understanding, and a relatively high turnover over of pupils entering and leaving the school at unusual times. Pupils with special educational needs make good progress as a result of the good support they receive from their teachers and learning support assistants.
81. By the end of Year 6 standards of work that was seen in pupils' books were simply below average, rather than well below, which represents an improving picture since the previous report when standards were judged to be well below national expectations. Many pupils make good progress and achieve well by Year 6, especially those who have been in the school for the whole of their education, because they have had more time to develop a better understanding of necessary mathematical language. However, it is significant that mathematical problem solving remains well below average. This weakness is largely due to poor general vocabulary, as opposed to mathematical words, which inhibits pupils' understanding of problems set in words. Overall, when pupils' language is supported in their lessons they make good progress. However, when such support is not available, as, for example, in National Curriculum tests, it is unlikely that the same levels of attainment will be reached.
82. By the end of Year 2, the same weakness in solving problems is apparent. Pupils are confused by the words in which problems are set, so become unsure of the mathematical strategy to use and frequently arrive at incorrect answers. This is most often seen amongst the high proportion of pupils with English as an additional language, where limited language prevents full understanding of the question, or the ability to read it. Conversely, when questions are set as sums, using mathematical symbols rather than words, higher standards of number are evident. In fact, standards in number are currently below average, rather than well below. Several higher-attaining pupils, for example, are secure in their understanding of place value up to 100 and a few are already developing their knowledge to 1,000. Lower-attaining pupils are also progressing well with the use of apparatus, such as "base 10 number cubes" to help them with calculations. By the end of Year 6, a higher proportion of pupils use and apply mathematical skills to solve problems in words. Pupils now use addition, subtraction, multiplication and division accurately with decimals, fractions and percentages.
83. By the end of Year 2, overall attainment in shape, space and measurement is well below average. Pupils learn about the properties of two-dimensional shapes and practise measurement of length to the nearest centimetre. However, many pupils have only a sketchy understanding of time, which was apparent in what was, nevertheless, a well taught lesson. When the teacher attempted to develop ideas of "a quarter past" and "a quarter to", pupils lost confidence and became unsure of previous work about "half past". Using her skilful ongoing assessment, the teacher modified her plans for the lesson, revising previous work more fully, before moving on. In Years 3 to 6 pupils develop their understanding of shape and, by the end of Year 6, standards improve to below, rather than well below, average. For example, in a very good lesson seen in Year 4, pupils were drawing lines of symmetry on two-dimensional shapes. Very good understanding was apparent when a pupil drawing such lines on a circle was heard to comment, "I could draw these lines on here until the end of the next century!" By Year 6, many pupils have developed their understanding to include properties of three-dimensional shapes, and calculate the perimeters and areas of simple shapes.

However, samples of pupils' work demonstrate that lack of skills in language prevents some pupils from writing explanations of what they find out in investigations. On such occasions, work is incomplete because pupils' limited language skills slow their pace of work. Standards in handling data are below average. Again, the main reason lies in the use of language to express ideas and results. Nevertheless, pupils use well-chosen resources to analyse data and arrive at solutions.

84. Plenty of evidence was available in displays and samples of work to show that pupils use computers to support their learning. For example, younger pupils collect data about their friends and enter it into simple spreadsheets. This data are then used to produce pie charts. Older pupils enter data they have researched in geography, producing more complicated graphs to show changes in temperatures in other countries.
85. The overall quality of teaching is good, including an example of very good teaching in Year 6. One unsatisfactory lesson was observed. In the best lessons pupils become very excited and enthusiastic about their work. Activities are nearly always well planned to take account of the range of ability of pupils in the class, so they are challenged with appropriately difficult tasks. Clear statements about what pupils will be expected to learn enable teachers to assess pupils' progress throughout the lesson. This feature assists in the maintenance of a very good pace of learning in most lessons. Marking is carried out conscientiously. It is always up to date, although often limited to a simple tick to indicate that it is correct, rather than including advice on how to improve. In a few very good instances, however, it offers comments about what pupils have done to deserve praise and what they should do next.
86. Good co-ordination has ensured that the National Numeracy Strategy is understood well by teachers through the school. Learning resources are good and used effectively to support the learning of pupils of all abilities. The co-ordinator is knowledgeable and fully aware of the strengths and weaknesses of the subject and has successfully taken steps to improve standards. Opportunities for her to observe lessons directly are, however, limited and recognised as a future need. Nevertheless, good procedures of collecting and monitoring plans and of sampling work regularly are well established and used to assess pupils' progress. In addition, the results of statutory and optional National Curriculum tests are analysed to identify areas of weakness in learning and to adapt planning. For example, a weakness that was discovered in subtraction has been addressed and has resulted in improvements in planning. Overall, improvement since the last inspection has been good.

SCIENCE

87. At the time of the last inspection, attainment at the end of Year 2 was very low and, at the end of Year 6, it was well below average. Currently, standards are well below average at the end of Year 2, and below average at the end of Year 6. Attainment has improved in both year groups. Attainment at the beginning of Year 1 is often very low, so these standards represent good achievement, which matches the good quality of teaching that was found during the inspection. The very low attainment on entry is the main reason that overall standards, by the time pupils leave in Year 6, are low compared with other schools. Despite good teaching, pupils do not make up enough ground to attain average levels overall. Amongst the contributory factors is a high mobility amongst pupils, including several new arrivals with English as an additional language, many of whom are refugees with very little previous experience of spoken English or attendance at school.
88. By the end of Year 2, pupils' weakest area is their written expression of observational and experimental work. Orally, standards are higher. Pupils know that it is important to keep tests fair and a few of them are able to explain why, which is good attainment for their age. In a good lesson, pupils recognised plants and animals as separate groups within a larger group of living things. Nearly all of them were able to recall previously taught work that had focused on different attributes of these groups. The teacher's good questioning reinforced this knowledge well and provided a secure starting point for pupils to find a range of human characteristics by sorting and resorting photographs of children into different groups. Their ideas included such features as colours of eyes, skin colour, types of clothing and others. Pupils understood that by changing a criterion of sorting,

they would have to re-sort the groups into which they had originally placed their photographs. Good personal development took place in this lesson when the teacher took the opportunity to compare the range of skin colours of pupils in the class. She emphasised that polarisation on the basis of skin colour was foolish, as there were almost as many shades in the class as there were people, so being a good person was what really mattered. Pupils accepted this teaching, agreeing with it fully. They pointed out that they were all everyone's friend.

89. Skills that have been taught lower down the school are developed well as pupils move on. For example, in another good lesson – this time in Year 3 – pupils attempted to link different ideas connected with light. However, weaknesses in their vocabulary restricted their learning, as several did not have the words to make such links effectively. Nevertheless, higher attainers clearly understood that giving out heat and light are connected aspects of the sun and that the sun is a star. In Year 5, learning of this type had clearly developed further. Pupils knew that the sun, earth and moon are roughly spherical, and that all light on the latter two originates from the former. By the end of Year 6, good teaching has produced good learning of interdependence in food chains and eco-systems. Higher-attaining pupils make good links between the properties of materials and their usefulness in making particular products. For example, in their books they wrote down ideas such as cork is "...good at insulating heat..." so it "...can make a good table mat". This type of work links well with design and technology, as it has implications for the choice of suitable materials in the design of products, models and artefacts. Other examples of sound knowledge were apparent in work on forces. However, written work in pupils' books demonstrates the same weaknesses in general vocabulary and standard forms of English as are evident in other subjects. These weaknesses mean that, in National Curriculum tests, pupils may not attain the levels that they achieve in their work in class.
90. Overall, the quality of teaching is good. When available, teaching assistants support pupils well and those with special educational needs make good progress. Teachers of English as an additional language also support learning well. For example, in Year 2, a supporting teacher encouraged pupils at early stages of acquiring English strongly. She prompted them to raise their hands and to attempt answers whenever possible. However, such support was by no means available in all lessons when pupils needed it. As a result, progress of these pupils was not as rapid as it might have been. Nevertheless, management of pupils was invariably very good, which contributed to pupils' generally good behaviour and attitudes towards learning in the subject. Nearly all pupils therefore listened well and tried hard. Planning often contained clear notes about what pupils were expected to know by the end of lessons. These aims were passed on to pupils in the form of WALT (What we Are Learning Today). However, on occasions, what was explained to pupils did not match what was in the lesson plan closely enough, so ongoing assessment was less useful than it might otherwise have been.
91. Co-ordination is satisfactory, ensuring that what is taught meets National Curriculum requirements. Monitoring of the subject is satisfactory. Although opportunities to observe teaching directly are limited, the co-ordinator has spoken to pupils in Year 6 to ascertain the extent of their knowledge and understanding and has sampled work in their books. This check of standards reflects the finding of the inspection that scientific enquiry requires further development. The subject makes a strong contribution to pupils' cultural development, with opportunities to explore the work of black and female scientists including Latimer and Eliza McCoy.

ART AND DESIGN

92. Work in art and design has regained its position in what is taught after the last inspection reported that provision had declined. Attainment now broadly matches what is expected at the ends of Year 2 and Year 6. Pupils' knowledge and use of an appropriate range of media are sound, and by Year 6, they understand the characteristics of several artists' two-dimensional pictures and can represent their styles themselves. In lessons seen in Year 1 and Year 6, pupils used a mix of materials to achieve the effects that they desired. In Year 1, pupils worked on effective three-dimensional masks and totem poles, based on other cultures' artefacts. They used clay, beads, feathers, sequins and other similar items to embellish their work. Skills in manipulating the clay

were sufficient to achieve the effects that pupils desired, embossing the surface and using sticks and thumbs competently to indent and mould the surface. Pupils in Year 2 successfully learnt about the technique of rubbing a variety of surfaces with crayons to achieve textured effects that they would later use in collage work for an architectural project. Overall, in all these classes, attainment is close to expected levels, with several examples of very good work and other work that does not reach what is normally expected. During the inspection, Year 6 were studying reproductions of other artists' paintings, both working in their sketchbooks and using a reasonable range of media. The images that they created reflected artists' styles well. The co-ordinator has identified that pupils' progress is uneven and intends to check the school's scheme of work to ensure that it underpins a sufficiently smooth programme for the development of skills.

93. Teaching and learning are satisfactory overall, although good teaching was observed in Years 1 and 2. Good methods, such as the use of sketchbooks, are still evident as found in the last report, although a scrutiny of work indicated that these books are not used frequently enough in some classes. Teachers' understanding of what should be taught is sound. Pupils look forward to their artwork, enjoying the balance of two and three-dimensional work.
94. Artists in residence, such as local sculptors, are used to enhance pupils' perceptions of what can be achieved and displays around the school include pupils' own work, as well as artistic artefacts and examples of good computer-generated work. Richly printed textiles reflect and celebrate the cultural diversity of the school's population.

DESIGN AND TECHNOLOGY

95. In Year 2, pupils' attainment in design and technology broadly matches national expectations. However, by Year 6, overall standards are below what is expected nationally. Nevertheless, older pupils learn satisfactorily about design processes and use their designs to produce models and products. In designs, not enough emphasis is placed on labelling clearly to show dimensions of products, which limits the use of practical measurement when pupils make their models and products. However, the main weakness rests in evaluations of products, which do not match what is expected either orally or in writing. This factor is related to standards of English. Nevertheless, in Year 5, pupils were progressing well, discussing their work on toys that incorporated cams and other mechanisms. Over the years, mobility of pupils has a cumulative effect. Although different aspects of the subject are taught at different points through the school, not all pupils in Year 6 have been present throughout to experience them. As a result, their knowledge of work in, for example, textiles or food technology is limited. Nevertheless, pupils in Year 6 experiment with gears and cog-wheels. They learn effectively about direction of turn and relative speeds of turning wheels, related to the size and number of cogs. However, only a few had the words to explain their findings with any fluency. This lack of vocabulary affects their written evaluations of their modifications to processes and materials that they use. Given pupils' low levels of underlying linguistic skills, achievement in design and technology is satisfactory and pupils particularly enjoy making their models and products.
96. Teaching of design and technology was not directly observed in Years 1 or 2, but the quality of learning is clearly satisfactory. In these classes, good links are established with art and design. For example, in a primarily artistic project in Year 1, pupils used clay to embellish masks that had been designed for a purpose, improving the finish to meet this purpose by pressing beads into the surface. In older age groups, teaching is satisfactory, with some good and very good elements in individual lessons. In a lesson in Year 5, for example, teaching was very good. Pupils learnt very effectively because of careful questioning and the teacher's explanations of appropriate vocabulary, including technical language. Examples that the teacher gave were interesting and very clear, so pupils were motivated to listen particularly attentively and could later explain the terminology well. In Year 4, many pupils had been identified as able to learn more effectively by doing rather than from explanations, so the teacher wisely allowed a good level of experimentation.
97. Co-ordination of the subject is satisfactory. For example, the co-ordinator has identified a need to boost the teaching of evaluations of products that emphasise links between designs and finished products more directly. Inspectors agree that in the context of the school's large numbers of pupils

with English as an additional language, this element of the subject is not used enough as a vehicle for the development of vocabulary and other language skills. At the moment, as the subject has not been a priority for review, no direct monitoring of teaching has been carried out. Informal assessment by monitoring displays and looking at pupils' work has been undertaken.

GEOGRAPHY

98. By the end of Year 2, overall attainment in geography is below what is expected nationally. However, bearing in mind pupils' low starting points, satisfactory achievement has been made. Many pupils, especially those with English as an additional language, struggle to complete written tasks, although orally they attain a higher standard. Support for these pupils is good, when it is available. However, it is not sufficiently frequent. A small number of higher-attaining pupils demonstrate good skills in comparisons of life in a Mexican village with Bristol, identifying key differences from their local area. Tasks for other pupils, while covering the same themes, are at a considerably simplified level. At the end of Year 6, standards have moved on and are often close to average, suggesting that achievement is now good. A group of pupils in Year 6 spoke with enthusiasm to an inspector about the subject. Their use of technical vocabulary was good when describing their studies of localities in the United Kingdom and mountains around the world. Pupils with English as an additional language also employed this type of language, although their general vocabulary was often less well developed, which restricted their explanations.
99. Although it was possible to observe only one lesson directly, it is clear from the quality of learning and the progress that pupils make by the time they leave in Year 6 that the overall quality is at least good. This judgement is reflected in samples of work from Years 3, 5 and 6, in which tasks are often well presented. Teachers' marking of work is carried out conscientiously. It is up to date and suggestions for improvement are frequent and apt, although this latter characteristic is less consistent in Year 4. Plenty of evidence was on display that information and communication technology is used as a means of presenting final drafts of pupils' work. Word-processing and presentation of data in the form of graphs were both used well and older pupils explained how they search for information on the Internet.
100. The subject is managed by an enthusiastic and knowledgeable co-ordinator, who has worked closely with representatives from the local authority. Teachers' lesson plans are regularly monitored and pupils' work is sampled on a regular basis to ensure that the policies and schemes of work are properly implemented. Pupils with special educational needs are supported well and work in their books is often as well presented as that of more able pupils. Assessment procedures have recently been introduced in order to identify areas of strength and weakness. These records indicate both individual progress and general attainment across the whole school, so comparisons are available with national expectations. This information also helps to ensure continuity of planning through the school. The planning of what is taught is also good because it takes account of the mixed-age classes. However, the subject has not recently been prioritised for review, so the co-ordinator does not have opportunities to observe and support teaching across the school directly. A review of resources has indicated shortages in some areas and steps have begun to be made to redress this situation.

HISTORY

101. In Years 1 and 2, ideas and skills in history and geography are often taught in an integrated theme, so pupils develop notions of time and place together. In a Year 1 lesson, the focus was nonetheless on aspects of history. Pupils compared customs of sea-bathing in the past and now. Many pupils lack the experience to make such comparisons meaningfully, partly because they have grown up abroad where customs are different and because they lack both the English language and the ideas associated with traditional English seaside holidays. Nevertheless, good teaching employed the good use of a video programme. The class was very interested in what they saw and developed an appropriate sense of bathing costumes and how ideas of appropriate dress for the beach have changed since Victorian times. Many pupils began to understand the underlying issue that

conventions and social customs do not remain the same over historical time. As in other subjects, pupils' overall attainment is hindered by low literacy skills, as it was at the time of the last report. Lack of time sometimes prevents a strong enough focus on descriptive and factual writing. Nevertheless, given their low starting points, achievement in history is satisfactory by the end of Year 2.

102. What is taught follows the requirements of the National Curriculum, so between Years 3 and 6 pupils study a suitable range of themes. In Year 3, however, no historical work was found in pupils' books, which is unsatisfactory. This results partly from recent weaknesses in staffing arrangements in this class and partly from lack of adequate monitoring. Samples of work in other classes show pupils' range of understanding of historical ideas developing as expected, taking into account their low starting points. In Year 6, for example, pupils were using real material taken directly from the British census of 1881. Pupils were fascinated by the information that they gathered for their work, despite the complexities of the Victorian handwriting in which it was recorded. It was a good lesson in the perseverance that historians sometimes require to pursue their subject. Pupils learnt effectively about the problems involved in finding and interpreting such first-hand evidence. Acquisition of such historical skills is around expected levels in Year 6, although overall standards are reduced to below this level by weaknesses in recording work.
103. Teaching of history is satisfactory overall. The lesson seen in Year 6 was good. Good organisation, use of resources and management of pupils ensured that learning took place at a good rate and that basic skills in the subject were acquired effectively. Higher-attaining pupils were challenged well and the teacher was aware of the linguistic needs of others. While teachers are rightly keen to ensure that pupils are not demotivated by constant references to their weaknesses in vocabulary, the subject is not sufficiently regarded as an opportunity to reinforce progress in elements of English. Nevertheless, at other times of the day, such as during registrations, teachers take useful time to explain vocabulary or history ideas on a one-to-one basis. However, such elements are not planned frequently enough into what is taught in history lessons. Sound co-ordination has recognised the importance of good resources and artefacts and further developments of the stock are planned. Information and communication technology, including the Internet and CD-ROMs, has been used to support work effectively. Procedures for assessment have been introduced, although too recently to have generated sufficient information to use effectively. Improvement since the last report has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. As a result of accidental damage to the computer suite in the week prior to the inspection, it was not possible to observe lessons directly. However, samples and displays of pupils' work, discussions with staff and pupils and teachers' planning indicate that, by the end of Year 2, standards are average and pupils' progress is satisfactory. By the end of Year 6, standards are a little above average, so pupils' achievements are generally good. This represents good improvement since the previous inspection, when standards were judged to be average by the end of Year 6, with unsatisfactory progress.
105. Planning of what is taught is well grounded in the National Curriculum and pupils have good opportunities to use new technology in supporting their learning of other subjects. The computer suite has been used well to increase opportunities for the development of many computing skills and to increase knowledge and understanding of the machines and what they can do. All teachers have successfully completed a national training scheme and, in consultation with a representative of the local authority, the co-ordinator has produced an ongoing system of staff development. This good practice is helping to improve teachers' own knowledge, confidence and enthusiasm which, in turn, has resulted in better teaching and higher standards amongst the pupils.
106. By the end of Year 6 pupils save and retrieve data, alter font styles, sizes and colours and know how to control programs that combine text and images in their work. They are familiar with a variety of software packages and use them creatively and with confidence. Pupils send and receive e-mail

messages and have good opportunities to use computers to control events or to model movements of objects. They also offer plausible uses of new technology in the home and the wider environment.

107. In classes through the school, pupils use computers to develop skills in other subjects. For example, in geography they research and develop information for simple *Junior PowerPoint* presentations. In mathematics they enter data to produce graphs and pie-charts. They use the Internet in history to seek information about, for example, ancient Greek society and they insert it into their work.
108. The subject is well led and managed. The co-ordinator, who has recently been appointed to the subject, is knowledgeable and enthusiastic. She has a strong appreciation of how the development of skills in the subject is not so dependent on English, so it is an area in which pupils at the school can shine. This clear understanding is reflected in the standards that are now being achieved. Direct monitoring of teaching has, however, been limited to scrutiny of planning. Nevertheless, pupils' progress is assessed through samples of pupils' work throughout the year and plans are under way to formalise this approach more rigorously.

MUSIC

109. Throughout the school pupils are enthusiastic about the subject and enjoy it. This judgement was evident in school assemblies when pupils sang well, in-tune, with energy, great pleasure and a strong sense of rhythm. By the end of Year 6, overall standards are average and pupils' achievements are satisfactory. However, in singing, standards are frequently above what is usually found. This judgement reflects the comments of a professional musician at a local festival when singers from the school were commended during rehearsals for a combined public performance with other schools as an example of what can be achieved. This represents good improvement since the previous inspection, when standards were judged to be below national expectations and pupils made insufficient progress.
110. Pupils develop their musical skills through composition, performance and listening to both live and recorded music. These activities result in their ability to maintain a steady beat when playing instruments or clapping rhythms and to use correct musical terms. Pupils perform confidently and evaluate their own and others' performance accurately and sensitively, if rather simply, helping them to improve. For example, in the very good lesson seen in Year 3, pupils experimented with instruments and created sounds to represent objects on a photograph. They listened carefully to each other, made good suggestions on how to create a variety of sounds, and then evaluated each other's performances in a way that brought improvement when they played for a second time. In a singing practice for pupils from Year 3 to Year 6, teaching was lively and enthusiastic. As a result, pupils responded with accuracy of pitch and rhythm. This lesson contained a number of very good features, such as getting pupils to click fingers rhythmically with the music, to sway in time, and to use breathing exercises. These methods encouraged considerable enjoyment and concentration. *When we Sing Together*, and *Life is a Wonderful Thing* were performed well, with a good match between the tone of pupils' voices and the meaning of the words. *We are the Children* offered a different challenge with its inclusion of a "rapping" style. Pupils rose to this challenge well.
111. Only two examples of direct teaching were observed. Nevertheless, pupils' good learning suggests that the overall quality of teaching is at least good. A commercially produced scheme of work is used to ensure that all nationally expected elements of the subject are taught, even in classes where teachers are less confident in their knowledge of the subject. However, most music lessons are taught in the school hall, which limits the opportunity to use information and communication technology, and music was one of the few subjects in which evidence of the use of computer software was not seen. This lack of use is a pity, as much good software is available and pupils are skilful in both these subjects.
112. Overall, the subject is well led and managed. The co-ordinator is knowledgeable, enthusiastic and experienced and since the previous inspection has successfully developed the profile of music in the school. For example, pupils use music in assemblies, attend concerts such as that at Colstan Hall recently, and perform for parents. She has worked closely with representatives of the local

authority to monitor teaching and pupils' progress. Assessment systems are established and ensure that pupils' progress is recorded adequately. Music resources are also adequate and include instruments from around the world, which helps to support pupils' studies of other cultural styles and countries.

PHYSICAL EDUCATION

113. Attainment is currently in line with national expectations at the end of Years 2 and 6. In a lesson in Year 2, pupils demonstrated sound skills with bats and balls. They put together separate movements, such as stepping forward, watching the ball, holding the ball balanced on their bat and circling a partner into a connected sequence. Pupils also understood the need to repeat actions several times to practise and hone their performance. By Year 6, such skills have developed further, matching the level expected for the age group. However, in a dance practice for an entry in *St Paul's Carnival*, pupils of this year group demonstrated very precise footwork and control of their whole bodies, performing their dance to a high standard. Younger pupils in this group also performed with advanced skills for their age.
114. As in the last inspection, what is taught matches the requirements of the National Curriculum well. Planning is based on a scheme that is designed to meet the needs of all pupils, including those with special educational needs. For example, lessons sometimes require the use of resources such as blindfolds and bells that help pupils understand the requirements of partially sighted athletes and put them on an equal footing. This scheme also ensures that all aspects of the subject receive proper attention. Dance is a particular strength. The school is linked with a local scheme that offers specialist provision in this aspect of the subject. In the past African styles have been taught and, during the inspection, a lesson in *Kapereira*, a Portuguese and Brazilian style, was observed in Year 4. Many pupils were agile and responded well to the energetic examples of the visiting experts. They put together sequences of movement including jumps, kicks and rolls on the floor that were evidence of good development of skills for their age. Swimming is provided from Year 3. However, starting points are low in this aspect, as many pupils have never experienced swimming outside this context. For this reason, achievements are good, although not all pupils attain the government's minimum target for safety of 25 metres. Conversely, a few pupils exceed it easily.
115. Other aspects of the subject are similar to what was found in the last report. Extra-curricular activities, as pointed out by parents, are not extensive, although a few clubs such as dance and five-a-side football for mixed boys and girls have been provided. The school also took part in a promotion of skipping by *The British Heart Foundation*, raising money in return for the ropes that were provided. The school has also identified particularly talented pupils, using them to exemplify very high attainment. For example, a young gymnast who has been picked at national level shares and explains her progress and awards with other pupils.
116. It was possible to observe only two lessons directly, and these were of good quality. Planning is good and good organisation and management of pupils ensured that behaviour and safety were strong features.
117. Co-ordination is effective, with good use made of a local secondary school that has the status of *Sports Academy*. Resources, advice and training links have been established. The school's scheme of work includes adequate arrangements for assessment, and opportunities for personal development, such as following rules fairly by not cheating, were observed in lessons. However, extra-curricular provision, which is limited, has been further reduced by the absence of the headteacher, who ran a mixed five-a-side football club.

RELIGIOUS EDUCATION

118. At the time of the last inspection, standards of pupils in Year 2 were described as "underdeveloped for their age", but were in line with what is expected in Year 6. Currently, standards broadly match

what is required in the Bristol agreed syllabus at the end of both year groups. Attainment has therefore risen in Year 2 and maintained average levels in Year 6. In Year 2, in a good lesson about special buildings, pupils demonstrated that they understood how temples, mosques and churches were focal points for different communities as well as places of worship. A good consolidation of this background knowledge provided the starting point for specific teaching about mosques. Muslim pupils became a strong source of information about important features of these buildings. Pupils understood that there were different names in use for different parts of the buildings because the families of Muslims in the class originated in different countries with different languages. This diversity is good for the personal development of all groups, as teachers use it well to emphasise that pupils are all able to learn from each other. Pupils' knowledge and skills are developed well as they move through the school. By the end of Year 6, they know many of the stories of Jesus that are important to Christians; understand the significance of washing before handling the Q'uran and why this special book is kept on the highest shelf in the room; retell Rama's journey to save Sita; and understand the place of the Torah in Jewish worship. Work in their books demonstrates that, from these religions, they have learnt to accept differences in custom, culture and belief as exciting.

119. The quality of teaching and learning is good, and occasionally very good. A lesson in Year 5, for example, was very good. This lesson aimed to develop pupils' powers of reflection. They sat in a circle with their eyes closed while their teacher skilfully described an exotic environment. Pupils had clearly been transported by this description and demonstrated the ability to add their own thoughts and ideas in an ensuing discussion. The thought that such a place might be an alluring temptation to something ultimately not good was raised. Pupils were set the task of writing persuasive arguments either warning against or praising a visit to such a place. Their work showed that they understood the idea that appearances could be deceptive. However, weaknesses in the range of adjectives in their vocabulary reduced the impact of the written outcomes in the work of all but the highest-attaining group in the class. Samples of work through the school show that written work is often rather short. Strong features in all the observed teaching were careful management of pupils, teachers' planning and uses of the subject in supporting pupils' personal development.
120. Pupils' attitudes and behaviour are good. They listen well in lessons and try conscientiously to carry out tasks and instructions that are set. In Year 3, for example, pupils worked well together in pairs, collaborating with each other for a few minutes in deciding what it means to be a community and jotting ideas on a whiteboard. These and similar attributes contribute well to learning as little loss of time occurs, so the pace of working is maintained at a good rate.
121. Co-ordination is good. It is now much clearer that what is taught is based on Bristol's agreed syllabus. Visits are organised to local places of worship representing a variety of religions that are active in the community. Systems to monitor planning have been agreed with the staff and, although formal assessments are not in place, the co-ordinator regularly checks displays to gain an overview of how well pupils achieve in the subject.