

INSPECTION REPORT

ST MARY REDCLIFFE CE PRIMARY SCHOOL

Bristol

LEA area: Bristol

Unique reference number: 109147

Headteacher: Mr O Goodden

Reporting inspector: Mr M H Cole
3369

Dates of inspection: 21st – 25th October 2002

Inspection number: 246880

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Windmill Close Windmill Hill Bristol
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Bannerman
Date of previous inspection:	10 th March 1997

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3369	Mr M Cole	Registered inspector	Science Information and communication technology Music Educational inclusion including race equality	What sort of school is it? 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?
9770	Mr J Baker	Lay inspector		Pupils' attitude, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21858	Mr J Pryor	Team inspector	Art and design Design and technology Religious education Special educational needs	
13307	Mr I Hancock	Team inspector	English History English as an additional language Foundation Stage	
2756	Mr M Barron	Team inspector	Mathematics Geography Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large infant and junior school with a full-time nursery class. It currently provides for 328 girls and boys aged three to eleven. The school faces many challenges:

- a high proportion of pupils with special educational needs, in relation mostly to learning difficulties, and sometimes to behaviour;
- an extremely high turnover of pupils (the rate is three times the national average rate; only half of the pupils leaving the school aged eleven in 2002 had received all of their primary education at the school);
- the social and economic circumstances of the area vary considerably but overall they are well below average, with a high proportion of pupils (37 per cent) qualifying for free school meals;
- a high proportion of pupils (about one in eight) for whom English is an additional language.

Overall, pupils starting at the school in the last two years have shown below average ability, but there is evidence that in previous years pupils' ability on entry was *well* below average. Prior to the appointment of the new headteacher one year ago the school had two temporary headteachers for a total of four terms.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education. Importantly, the school is improving rapidly under the very good leadership of the new headteacher. Overall standards of pupils' work are low, but taking account of pupils' abilities on starting school, they make satisfactory progress. This reflects the satisfactory quality of the teaching. Comparing the school's funding with the levels of pupils' needs and the achievement they show, the school provides satisfactory value for money.

What the school does well

- The new headteacher provides very good leadership of a caring, committed and hard-working staff.
- Good teaching of well-planned activities helps pupils at the Foundation Stage (the nursery and reception classes) to achieve well.
- The school makes strenuous efforts to see that all pupils are fully included in opportunities to learn and develop; as a result pupils with special educational needs and pupils for whom English is an additional language make good progress in relation to their individual needs.
- Provision for pupils' personal development, especially in moral and cultural matters, is good.
- Parents think well of the school.

What could be improved

- Standards in English are too low.
- Too little effective time is spent on history and on design and technology.
- Checks on the effectiveness of teaching and learning by subject co-ordinators are not sufficiently thorough to show where improvements can be made.
- Assessments of pupils' progress are not precise or frequent enough, and they are not used adequately to provide a consistent match between all pupils' abilities and the work given to them.
- The level of attendance is too low, despite the school's considerable efforts to raise it.
- The buildings and grounds provide very poor accommodation which hinders the organisation of the teaching and the school's efforts to encourage pupils to value their education.

All of these matters already feature in the school's planning for future improvements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its previous inspection in March 1997 the school has improved satisfactorily. Although there was some improvement in the oldest pupils' standards, the school's own local education authority judged it in March 2001 to have made little overall improvement in the four years since the previous inspection. In the last of these years improvement was hindered by a lack of continuity in leadership as temporary headteachers took charge while the former permanent headteacher was in hospital. Most significant is the fact that in the last year, under its new headteacher, the school has achieved a marked improvement. Parent governors have noticed an improvement in behaviour. The quality of teaching at this inspection was better than that described either at the previous inspection or by the local authority in 2001. In particular, there are far fewer unsatisfactory lessons. The provision for pupils under five (the Foundation Stage) is much improved and is now good. These improvements in teaching, behaviour and the provision for under-fives answer key concerns raised at the previous inspection. The headteacher's strong leadership and the clear commitment of school staff, many of them new to the school in recent years, now give the school a good capacity for further improvement.

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 ¹	
	2000	2001	2002	2002	
English	E	E	E	E	well above average A
mathematics	C	D	E	C	above average B
science	C	D	E	C	average C
					below average D
					well below average E

¹ Similar schools are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

Between 1998 and 2000 the oldest pupils' test results rose markedly but they have slipped to earlier levels since. However, fluctuations in results are considerable in this school and not always significant because of the very high turnover of pupils which means that some pupils taking tests have only recently joined the school. The 2002 results reflected the fact that the group taking the tests included a considerable number of low-scoring pupils who had special educational needs, experienced some difficulty in English tests as it was an additional language for them, and/or were new to the school. When individual pupils' earlier attainment (for example, at age seven) is taken into account the great majority of pupils are found to have achieved satisfactorily and met the targets set for them. Satisfactory achievement is also apparent in that in mathematics and science pupils' results are close to those of similar schools. Work of the present oldest pupils seen during the inspection supported the view from recent test results that the oldest pupils' standards are well below the national average. Again, this group of pupils includes a relatively high proportion with special educational needs. However, work in geography, in information and communication technology and in physical education meets the standard expected for eleven-year-olds. Work in art and design, design and technology, history, music and religious education is below the expected standard.

Pupils aged seven taking National Curriculum tests of reading, writing and mathematics in 2002 also had results well below the national average and the average for similar schools. As with older pupils, results partly reflect the significant numbers of pupils with special educational needs or who are at an early stage of acquiring English. Standards of seven-year-olds' English and mathematics work seen during the inspection was also well below the national standard. Work in science and history was below average but in art and design, design and technology, geography, information and communication technology, physical education and religious education pupils' work met the expected standard.

Children at the Foundation Stage are seen to be making good progress and many children will achieve the national early learning goals in most areas of learning by the end of their reception year. Their progress suggests a good potential for the raising of school standards as they move through the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils like school. Most take interest in, and on occasion show enthusiasm for, some school activities.
Behaviour, in and out of classrooms	Satisfactory overall. Children under five and the great majority of pupils behave well, both in lessons and around the school. However, a good many lack self-discipline and a few pupils, mainly amongst the oldest, can be disrespectful or irresponsible.
Personal development and relationships	Satisfactory. Children under five mature very well in independence and responsibility. The oldest pupils sometimes show some immaturity for their age and are given few opportunities to show responsibility or initiative. Relationships between teachers and pupils are good.
Attendance	Unsatisfactory. The level of attendance is very low compared with the national average and unauthorised absence is well above the national average. A few pupils' frequent absence affects their progress badly.

TEACHING AND LEARNING

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

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

Teaching in the nursery and reception classes is consistently well planned and effective in providing for the full range of pupils' abilities and needs. In Years 1 to 6 planning is often appropriate but in some lessons, especially in English and mathematics, work for some pupils of higher or lower ability does not match their needs closely enough. In most respects, though, English and mathematics and the basic skills of literacy and numeracy are being satisfactorily taught. Teachers' management of pupils, whose behaviour is occasionally challenging, is generally a strength, especially in the nursery, reception and Years 1 and 2 classes. As a result most pupils attend well to their learning. Lessons show a lively pace and the effective incorporation of support staff is also a strength.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good at the Foundation Stage but in Years 1 to 6 insufficient time is regularly given to design and technology and history, making the curriculum here unsatisfactory.
Provision for pupils with special educational needs	Good. Teachers and support staff co-operate effectively in providing well-planned activities and help to suit pupils' needs.
Provision for pupils with English as an additional language	Good. Pupils are given good individual support related to their varying levels of need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with strengths in moral and cultural development. Provisions for spiritual and social development are satisfactory.
How well the school cares for its pupils	This is a caring school with sound procedures for pupils' welfare and very good ones for managing behaviour. Assessments of

	pupils' academic progress are unsatisfactory.
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Care for pupils is well supported by the school's good relations with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's very good leadership shows clear vision, success in promoting school improvement and a determination which has earned the respect of colleagues, pupils and parents. All staff give full support to the headteacher and are working hard in a shared endeavour to improve the school.
How well the governors fulfil their responsibilities	Governors are concerned and supportive and they fulfil responsibilities satisfactorily. Visits to the school to review its performance are not used systematically to inform governors.
The school's evaluation of its performance	The headteacher is very active in keeping a check on the work of the school but subject co-ordinators, many of whom are new to the school or the position, have too little involvement in checks on teaching and learning; this is a weakness.
The strategic use of resources	Funds are efficiently used and appropriately directed to provide adequate resources of staffing and equipment. There is an especially good number of support staff who make a good contribution to the school's work.

The school's accommodation is very poor. The steeply sloping site is inherently unsafe for young children. Movement between buildings is hazardous and time-consuming. The condition of parts of the building and site creates a dismal impression.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The great majority of parents expressing a view about the school say that their children:</p> <ul style="list-style-type: none"> • like school; • make good progress; • become more mature and responsible; <p>and, that the school:</p> <ul style="list-style-type: none"> • provides good teaching; • expects pupils to work hard; • is approachable; • is well led and managed. 	<p>A small minority of parents:</p> <ul style="list-style-type: none"> • would like more homework; • would like more information about their children's progress; • does not think behaviour in the school is good; • does not think that the school provides an interesting range of activities outside lessons.

NB Only 11 per cent of parents completed the parents' questionnaire and only 15 parents attended the pre-inspection meeting for parents.

Inspectors' judgements largely support parents' positive views of the school although they judge pupils' overall progress and the teaching to be satisfactory rather than good. Inspectors agree that homework arrangements need improvement but consider information for parents about progress to be very good. They recognise that the range of extra-curricular activities is limited but judge overall provision to be satisfactory. On the subject of behaviour, inspectors consider it now to be satisfactory but recognise this represents an improvement in recent months of which some parents may be unaware.

TERMS USED IN THIS REPORT

Ages	Years	also known as	Curriculum stage
3 to 5	Nursery and reception classes*		Foundation Stage
5+ to 7	1, 2*	Infants	National Curriculum Key Stage 1
7+ to 11	3, 4, 5, 6*	Juniors	National Curriculum Key Stage 2

* At the time of the inspection the school was organised into:

- one nursery and two reception classes
- three classes, each for a mixture of Year 1 and Year 2 pupils
- three classes, each for a mixture of Year 3 and Year 4 pupils
- three classes, each for a mixture of Year 5 and Year 6 pupils

JUDGEMENTS about all aspects of the work of the school are made using the following range of terms:

excellent - *very good* - *good* - *satisfactory* - *unsatisfactory* - *poor* - *very poor*

'*Satisfactory*' means that the school's provision is adequate and strengths outweigh weaknesses.

JUDGEMENTS OF ATTAINMENT

Inspection judgements of pupils' *attainment* focus mainly on:

- Pupils completing the *Foundation Stage*, at about age **5**, when they are expected to have achieved nationally defined *early learning goals*
- Pupils in *Year 2* completing *Key Stage 1*, at about age **7** - this is also when pupils are required to take standard National Curriculum tests (SATs)
- Pupils in *Year 6* completing *Key Stage 2*, at about age **11** - this is also when pupils are required to take standard National Curriculum tests (SATs)

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's 2002 National Curriculum test results in English, mathematics and science at age eleven, and in English and mathematics at age seven, were well below the national averages. The eleven-year-olds' results were lower than in the previous two years following a two-year period of rising results. The latest results are similar to those at the time of the previous inspection. Inspectors' judgements of pupils' work in these subjects seen during the inspection paint a similar picture of standards which are well below national standards. However, all of these results and judgements need to be seen in the light of several factors:
 - Until recently, pupils started at the school with well-below average attainment.
 - *The very high turnover of pupils* - this means that some pupils taking the tests had received much of their education elsewhere and have suffered some disruption to their schooling. This factor helps to explain marked fluctuations in results from year to year and the low test scores of some pupils. It also means that the fact that the school did not meet its official targets for English and mathematics results in 2002 is not significant since the group of pupils taking the tests was different in membership from the group for whom targets were devised two years earlier.
 - *The high levels of pupils with special educational needs* - some pupils scoring poorly in tests have had significant levels of special educational needs.
 - *The number of pupils for whom English is an additional language* - the school has more of such pupils than most schools and some of them, particularly in the case of a small number of refugee children, have little or no English.
 - *The previous history of the school* - many of the oldest pupils taking tests in the last two years, and the present oldest pupils, received their earlier education at times when the school had weaknesses in teaching and the management of behaviour, as described at the previous inspection and by the local education authority's assessment in 2001. Gaps in some of these pupils' knowledge, understanding and skills, especially in literacy and numeracy, reflect weaknesses in teaching and learning at an earlier age.
 - *Poor attendance* - a few pupils' low test scores reflect their history of frequent absence from school.
2. When pupils' attainment on starting school, and when taking tests for seven-year-olds, is taken into account, pupils aged eleven taking the 2002 tests generally achieved the results to be expected. Pupils' achievement can therefore be considered satisfactory. Satisfactory achievement is also evident for the oldest pupils in mathematics and science results that were close to those of similar schools, as defined by the level of pupils' eligibility for free school meals. The less favourable comparison for English results in part reflects the fact that pupils' special educational needs frequently related to their literacy skills while pupils with English as an additional language find tests in English more challenging than those in the other subjects. Across the curriculum, the great majority of pupils were seen during the inspection to be responding soundly to

appropriate work set by the teacher and to be making satisfactory progress in their learning.

3. Pupils aged seven taking National Curriculum tests of reading, writing and mathematics in 2002 also had results well below both the national average and the average for similar schools. Seven-year-olds' English and mathematics work seen during the inspection was also well below the national standard. Again, this group of pupils includes a significant number with special educational needs or who are at an early stage of acquiring English. Work in science was below average confirming the school's own formal assessments.
4. In some subjects, where pupils' ability on starting school or their literacy skills are of less significance, they do better. Thus pupils throughout the school achieve in line with national expectations for their ages in geography, information and communication technology and physical education. Seven-year-olds also meet the expectations for art and design, design and technology, music and religious education. The oldest pupils fall short of expectations in art and design, design and technology, history, music and religious education. In design and technology and in history, standards reflect a lack of sufficient time devoted to the work.
5. Pupils at the Foundation Stage are achieving well. These pupils have not been hindered by past weaknesses in the school's provision and have benefited from improvements to the school over the last year. These pupils are developing good habits of work and behaviour and provide a good potential for the raising of school standards in Years 1 to 6 as they move through the school.
6. Good progress is also found amongst pupils with special educational needs and also amongst pupils for whom English is an additional language. All benefit from the school's caring, conscientious and systematic provision for their individual needs and from the generous number of support staff who often work alongside them.
7. There are no significant differences between the achievements of boys and girls or between those of pupils of different abilities, backgrounds or ethnic origins.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to the school and the behaviour that they show are satisfactory overall. Attitudes to learning are good in the Foundation Stage and are helping children here to achieve well. In lessons for Years 1 and 2, pupils' attitudes and behaviour are almost always satisfactory and sometimes good. In lessons in Years 3 to 6 attitudes and behaviour are satisfactory overall but on a few occasions, when teaching is not of a high quality, a significant number of pupils soon lose interest and achieve little. In addition, a small number of the oldest pupils show, in their poor attitudes and habits of classroom behaviour, the effects of their earlier times at the school when there were weaknesses in the management of behaviour. The concern expressed at the previous inspection that a good many pupils misbehaving were excluded from lessons and missed substantial amounts of the teaching has been resolved by adoption of improved techniques for managing behaviour.
9. Pupils play harmoniously together in the playground with many pupils of all ages using the new playground equipment whilst older boys play football on the upper playground. One minor incident of aggressive behaviour was witnessed but there were no signs of bullying or racism. In fact, pupils of different races mix very well, a good example of this being the help that two white boys gave to a black boy who was hurt playing football.

Numbers of exclusions fell dramatically in the previous school year but were still high. There are very few exclusions so far this year which indicates an improving situation. This is consistent with the recently much improved arrangements for managing behaviour in the school.

10. Pupils' personal development is satisfactory overall. In the Foundation Stage it is very good with pupils taking on a wide range of responsibilities. In Years 1 to 6 pupils take on some responsibilities appropriate to their age sensibly, resulting in satisfactory personal development. However, apart from the pupils on the school council, others have little opportunity to show initiative. Also older pupils have little opportunity to take responsibility for younger ones or to take responsibility for their own work. Both these factors limit their personal development. The school is aware of this and plans to give older pupils more responsibility.
11. Relationships between pupils are satisfactory. Most work well together in pairs or groups and play harmoniously together. Relationships between pupils and staff are, for the most part, good. Pupils are secure and confident in their relationship with all staff who work with them. Teachers and teaching assistants work well together and are good role models, giving praise and encouragement at every opportunity.
12. Despite the good efforts of the school to encourage attendance, the level of attendance is well below the national average and unauthorised absence is well above the national average. These factors have an adverse effect on the attainment and progress of the pupils concerned. A number of pupils arrive late but before the start of key lessons.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is satisfactory overall and is improved since the previous inspection.
14. At the *Foundation Stage* teaching is of good quality. Here, the great majority of lessons are well taught and nearly a third show very good teaching. Lessons are consistently well planned and organised, teachers' expectations of what children can achieve are high and the children are very well managed.
15. In *Years 1 to 6* about half of all lessons for pupils are of good or, occasionally, very good quality. Just two lessons seen (three per cent of the total) were unsatisfactory, a much lower proportion than at the previous inspection.
16. A positive feature of many lessons in Years 1 to 6 is the way teachers manage pupils. The severity and diversity of pupils' needs in this school, which in some cases lead them into disruptive behaviour, offer teachers an especially challenging task. All teachers show perseverance and, often, commendable composure in meeting the challenges pupils can provide. They often make successful use of the school's very good policy of agreed procedures for rewarding good behaviour and using carefully staged sanctions in the event of misbehaviour. As a result most pupils in most lessons attend well to teachers and make a sound effort to complete the tasks set for them.
17. In the best managed lessons teachers make ample use of formal rewards but also back this strategy up with personal warmth, enthusiasm and the provision of interesting, enjoyable and relevant work for pupils. On the few occasions when behaviour is not so well managed teachers sometimes make too little use of rewards, warmth or interesting activity as a means of securing pupils' attention to teacher and task. In some such lessons teachers are too reliant on a loud voice to control the class.

When neither the work itself, nor the teacher's response, is sufficiently rewarding some pupils become restless and inattentive.

18. The teaching as a whole shows two areas of weakness: the use of assessments of pupils' progress in planning teaching and the use of homework. Inconsistencies in practice here reflect weaknesses and a lack of continuity in past management of the school, which resulted in too few checks on teaching and too little guidance for teachers in achieving a consistent application of good practice.
19. Assessments of most pupils' progress are not used adequately to identify the next steps necessary in their learning or to set short-term targets for them. However, assessment of the progress of pupils with special educational needs, or for whom English is an additional language, is undertaken soundly. At present a significant number of lessons, especially for literacy and numeracy in Years 3 to 6, show a weakness in the matching of work to the full range of pupils' abilities and needs. In some otherwise good lessons a minority of pupils make less progress than they should because their work is not sufficiently matched to their need to take the appropriate next steps in their learning. Sometimes work for the most able pupils is too easy or too quickly completed. On other occasions the least able pupils' progress is slowed by tasks they cannot understand or by written instructions they cannot read. When pupils' work does not suit their needs some become restless and distract others.
20. The use of homework to supplement classwork is insufficient and inconsistent. Most younger pupils take reading books home, but generally the school currently makes too little use of homework and parents report that they do not understand the school's policy. However, the school has recently developed a sound revised policy which it plans to present to parents shortly.
21. The most successful lessons combine the teacher's confident and enthusiastic presentation of interesting tasks with very good skills of managing pupils and with planning appropriate to all pupils' needs. Examples were found in the nursery and reception classes, in Years 1 and 2 lessons in mathematics and in information and communication technology, and in some investigative science lessons for Years 3 to 6. Teachers also showed good knowledge of their subjects on these occasions. In contrast, the school acknowledges that some teachers' knowledge and confidence is unsure in music.
22. The teaching of pupils with special educational needs is particularly effective because of the close co-operation maintained between the class teachers and the teaching assistants, almost all of whom have been well trained for their tasks. Pupils' needs are most evident in the difficulties they have in learning basic literacy and numeracy skills. Appropriately, the school normally provides for a teaching assistant to work with these pupils in lessons in literacy and numeracy. Sometimes these pupils benefit from intensive small-group work with a teaching assistant outside the classroom. In lessons in other subjects, teaching assistants are also sometimes present where pupils have a statement of special educational needs or have particular difficulty with behaviour. Where teaching assistants are not present, teachers themselves provide additional support to those in need. As a result, pupils with learning difficulties generally achieve well in relation to their individual targets. Those older pupils with marked behavioural problems make generally satisfactory progress. They are beginning to respond to the school's recently improved strategies for managing behaviour.
23. The effective work of teaching assistants is also apparent in the support given to pupils with English as an additional language, either within lessons or in separate individual or

small-group sessions for those with the most acute needs. Here, two trained learning assistants or the special educational needs co-ordinator make good use of good resources to improve confidence and language development.

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

24. The school provides an appropriate statutory curriculum for all pupils with especially good features for children under five at the Foundation Stage. These children benefit from a good quality and range of learning opportunities. However, the quality and range of the curriculum for all other age groups of pupils are unsatisfactory in relation to design and technology and history. These subjects are taught, but too little time is regularly given to them for pupils to make the expected gains in their knowledge, skills and understanding. Curriculum balance is further affected by the high percentage of time devoted to the teaching of literacy at the expense of other subjects. A shortage of occasions when information and communication technology is incorporated into work in other subjects is also a weakness in the quality of the curriculum.
25. The previous inspection reported weaknesses in the curriculum for under-fives and in the way pupils with emotional or behavioural difficulties were often excluded from classes. Both of these concerns have been fully resolved.
26. Provision for pupils' personal, social and health education is good overall. It is taught as a subject in all classes and includes sex education and drugs awareness education. In the regular circle times pupils have good opportunities to discuss problems and personal feelings and to learn how to make better relationships and be constructive members of the community. These opportunities contribute well to pupils' understanding of how to be good citizens.
27. The provision for pupils with special educational needs throughout the school is generous and of a good quality. The support staff are well managed and well supported with good quality resources. There is effective co-operation between the class teachers, support staff, the special educational needs co-ordinators and outside advisers in planning appropriate work. The school is working for the earlier identification of pupils with special educational needs from the reception class onwards. The wide range of support to improve standards in literacy and language development means that fewer pupils need additional learning support.
28. Provision within the curriculum for pupils for whom English is an additional language is also good. Careful planning involving teachers and specialist support staff provides for time and support to be well tailored to the different levels of pupils' needs. There is daily intensive support for pupils with little English. Other pupils are appropriately supported in class by their teachers and support staff.
29. The school has developed its present curriculum over the last year with the main focus on improving standards of attainment in literacy and numeracy, which are rightly seen as priority areas. The curriculum is reviewed on a frequent basis and teachers assess medium- and long-term planning regularly. The headteacher and senior management staff monitor implementation of the curriculum. In addition, curriculum co-ordinators are empowered to check the delivery of their subject areas within the classroom but have had few opportunities to do so during the present and previous academic year.
30. Schemes of work to guide teachers' lesson planning are in place for all subjects. Because of the mixed-age year groups in all classes, the school has adopted a two-year cycle for teaching the curriculum, which it successfully implements even though

there is a relatively high turnover of pupils. Long-term and medium-term planning is thorough whilst weekly and daily planning is detailed. In particular this is true of planning for the teaching of literacy and numeracy skills, which makes effective use of the national strategies for teaching in these areas and promotes satisfactory achievement by pupils. However, there is only limited evidence of assessment being use effectively to match tasks to the different abilities and prior attainment of pupils, especially in numeracy and literacy.

31. Present provision for activities outside lessons is satisfactory but somewhat limited in scope. Pupils have access to a range of activities, including dance, football and netball clubs and, at certain times, a choir or violin group. In addition there is a breakfast club and a well-attended after-school club.
32. Links with the community make a good contribution to pupils' learning. There are close links with the local church and chapel with representatives from both establishments leading assembly regularly. Christian festivals are celebrated at the local church and at St Mary Redcliffe. The churches are also used as an educational resource. The school makes good use of the community with visits to the City Farm allotment, Bristol City Football Club, a local mosque and local art galleries. Visiting speakers and groups, including a Muslim leader, a West Indian storyteller and a steel band, enrich pupils' awareness of the cultural diversity of the local community.
33. Links with partner institutions are satisfactory and help to ensure that pupils make a happy start to primary school and a successful transfer to secondary school. There are links with the City Farm nursery but there are too many other pre-school groups for them all to be visited. There are good links with the two major receiving secondary schools with particular attention paid to the transfer of pupils with special educational needs.
34. The school's provision for the pupils' spiritual, moral, social and cultural development is good. This overall judgement is similar to that of the previous inspection report.
35. The provision for the pupils' spiritual development is generally satisfactory, and in some areas, for example the lower school music assembly, it is good. Collective worship not only meets the statutory requirements, but it is well planned and presented. The periods of reflection which are sensitively included, often using the school prayer, are appropriately managed for a school with a broad range of faiths represented. Work in art and design and music both provide occasional good opportunities for the pupils to express themselves and their deeper thoughts and feelings, and pupils as a whole are respectful of each other's sensitivities. Few instances are found of other curriculum areas providing for spiritual development. The circle times are effectively used to encourage pupils to listen carefully to one another without interrupting, and to be trusting and trustworthy in their relationships. They make an important contribution to pupils' spiritual as well as their social development.
36. The 'Golden Rules' promoted by the school not only serve to improve the pupils' behaviour, but, because they emphasise responsibilities, rights and duties, they provide another strand in the establishment of the positive view of themselves that the school fosters among the pupils. The steady and continuous rehearsal of the 'Golden Rules' in assemblies and in class is the major contributor to the good provision made for the pupils' moral development. The school has made good use of outside help in its work with pupils with marked behavioural difficulties; a side-effect of this has been a general improvement in the way pupils are coming to look at the impact of their actions on

others. School staff provide good role-models for pupils in their caring and supportive approach to pupils and their co-operative relationships with parents.

37. Although satisfactory overall, the present standard of behaviour in the school does not do justice to the good provisions for moral development. This is because many of these provisions are new. While they have quickly made an impact on the youngest pupils, some of the oldest pupils' attitudes and behaviour still show signs of times in the past when guidance and encouragement was less effective.
38. Initiatives such as the school council, the whole school's involvement in the development of the playground and the ways in which pupils are given and accept responsibilities for the library or helping in a cake sale for school funds, all support the sound provision made for the pupils' social development. Relatively few responsibilities are presently given to older pupils but as the patterns of behaviour have been improving, so increased responsibilities are being provided for the pupils. The distance between the two buildings, and the sense of separation that results for both pupils and staff, hinders the creation of a single community in the school, though the school works hard to overcome this.
39. The provision for the cultural development of the pupils is good. It is particularly strong in the way in which the varieties of traditions that are represented in the school are celebrated. A significant feature of this provision is the good way in which pupils who are having to learn to communicate in English are supported and enabled to join in the community quickly and with no loss of pride in their own background. Pupils are brought into contact with a variety of cultures through work in art and design. The selection of artists to study has broadened beyond the European tradition as a deliberate policy with the purchase of art by, for example, Afro-Caribbean painters. The good displays around the school exhibit art and artefacts from a variety of cultures such as Indian Hindu, Sikh and Muslim traditions associated with an area studied in geography. Others are linked to religious education. In music they sing songs from different cultures such as a Guyanaian chant, and, interestingly, variants of traditional English songs, such as a nursery class action song, sung in Punjabi. At the same time the European and traditional British traditions are celebrated fully.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides a satisfactory overall standard of care for its pupils, which includes good support and guidance for pupils' personal development. The largely positive picture painted at the previous inspection continues to apply. Class teachers care well for pupils' personal and emotional needs. Together with support staff, teachers know their pupils and families very well. They are sensitive to their individual needs and thus provide well-focused support and guidance. The good relationships that, for the most part, exist between pupils and staff encourage pupils to raise any concerns that they may have.
41. Child protection procedures are satisfactory. The designated person is suitably trained and keeps up to date through attending training courses. Staff are aware of the procedures and bring any concerns to the attention of the designated person or the headteacher. The policy is being reviewed and there are plans for staff training to be updated shortly. Liaison with other agencies is mixed but satisfactory overall.
42. Procedures for ensuring a safe working environment are satisfactory and the school is working hard to minimise risk but is not being well supported by the local education authority. A number of potential hazards were reported to the school by the authority,

most of these being inherent risks of the site, but the authority took no follow-up action. The school is aware of many of these hazards and has work in hand to rectify them. The site manager takes his role in ensuring the health and safety of the pupils very seriously and is very diligent in carrying out his duties. Pupils' personal safety, hygiene and general wellbeing are covered well in the personal, social and health education curriculum.

43. Procedures for promoting good behaviour and eliminating bullying are very good. There have been many recent improvements which are proving effective in raising the standards of behaviour. Staff have received training in behaviour management recently and the revised behaviour policy with emphasis on the 'Golden Rules' is very effective. Focusing on the 'Golden Rule of the Week' leaves pupils in no doubt about the high standards of behaviour expected. Rewards are consistently used to reinforce expectations and secure pupils' willing compliance. Pupils receiving certificates recognising a wide range of achievements in work, attitude or behaviour at the Friday assemblies show evident pleasure that promotes self-esteem. In the classroom the approach to promoting good behaviour is appropriate to the age of the pupil. For example, instant rewards are given in reception, and in Years 5 and 6 suitably entitled photographs are on display of the pupils behaving well. All parents have a copy of the anti-bullying policy and any incidents are dealt with very well.
44. The school has been successful in encouraging pupils to respect, befriend and support each other regardless of social, cultural and racial differences.
45. The improvements in the management of pupils' behaviour are contributing to a reduction in the challenge posed by poorly motivated pupils or those with behavioural and emotional difficulties. The breakfast and after-school clubs run by the school are a successful part of the strategy for dealing with pupils' particular needs. The lunchtime club is also used as a means of defusing difficult situations for potentially disruptive pupils with special behavioural needs.
46. Procedures for monitoring and promoting regular attendance are good overall. Registration is carried out in accordance with legal requirements. Un-notified absences are followed up by telephone or letter on the day they occur. Attendance is monitored regularly and parents are invited into school as necessary. There are awards of weekly class certificates for high attendance and termly certificates to pupils with full attendance. Although the school has made a good effort to promote attendance it has been poorly supported by the local education authority. Support from the education welfare service has been insufficient and dogged by frequent changes of personnel. The present education welfare officer makes home visits occasionally but the support is inadequate in view of the school's attendance record.
47. Procedures for monitoring and supporting pupils' academic progress from year to year are satisfactory, especially in relation to those groups of pupils needing further support; for example pupils with special educational needs or pupils with English as an additional language. These needs are identified soundly, appropriate support given and progress is carefully monitored against the individual education plans or statements of special educational needs provided for these pupils. Procedures for assessing other pupils' shorter-term progress are presently unsatisfactory and assessment information is not used in a regular and systematic way to inform planning of lessons. This is a significant weakness in English and mathematics. As a result some pupils are sometimes presented with inappropriate work. Assessment procedures have not improved since the previous inspection. The school has now developed some procedures for assessing pupils' attainment in English, mathematics, science and

information and communication technology, although little is done systematically in other subject areas. Even where these assessment procedures have been implemented they are not used consistently or effectively throughout the school and do not presently contribute to the maintenance or improvement of standards. Some useful analysis of assessment data to show the strengths and weaknesses in teaching and learning has been made, especially in mathematics, but such practice is not consistent across the curriculum, nor is there sufficient analysis of the comparative performance of different groups of pupils. The school recognises that the establishment and use of improved assessment procedures is an area for further development and has included this need in present school action planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. In the past year the school has taken many positive steps to strengthen its links with parents. Both links with parents and parents' views of the school are more positive than at the previous inspection.
49. A minority of parents is very active and involved in supporting the school. However, it is taking time for the majority of parents to move to a position where they can see the value of being actively involved in their children's education. Parents' involvement with the life of the school is satisfactory overall and they often attend events involving their children, but their contribution to their children's learning is at present unsatisfactory.
50. Parents have positive views about the school. Only a minority express concerns. One of these is firmly shared by inspectors: homework. Inspectors agree that homework provision is unsatisfactory. Its use is insufficient and patchy, and does not contribute significantly to pupils' attainment and progress. Parents are unclear about the policy and arrangements. Homework is satisfactory in the Foundation Stage but unsatisfactory elsewhere. The school is aware of this and plans to issue a revised homework policy in the new year.
51. Parents are very well informed about the school through the prospectus, the governors' annual report and weekly newsletters. Information to parents about the curriculum is unsatisfactory overall. A range of leaflets provides very good information on the Foundation Stage but the parents of pupils in Years 3 to 6 have no curriculum information at present. At the time of the inspection the school was about to remedy this shortcoming by circulating information.
52. Information to parents about their children's progress is very good. Consultation evenings are held termly and the annual reports are very good. These include very clear statements on what pupils can do, what they need to do to improve and their attainment levels. However, more information is needed on whether pupils are doing well enough. Also, the use of 'you' suggests that reports are written for the pupil rather than the parent.
53. The school is successful in involving almost all the parents of pupils with special educational needs in discussions about their children's education. The school provides them with good quality information and communicates with them with care. Parents of pupils with English as an additional language are encouraged to visit school on arrival and are kept informed of progress made.
54. A few parents give help in the classroom which is much appreciated by the school and makes a valuable contribution to pupils' learning. There is good parental support on trips and visits. Also, parental support through the 'friends of the school' association

raises considerable funds for the school. Parents have also provided valuable help with the playground improvement.

55. Steps taken to strengthen the links with parents include consulting them on the anti-bullying policy and the reissuing of the home/school agreement. Parents are showing their support for the school by good attendance at school functions and consultation evenings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The new headteacher provides very good leadership which has helped the school improve markedly over the past year. On starting at the school he made a very good analysis of the priorities for improving the school and began a programme of well-designed action which has been very effective. Importantly, significant improvements have been made in the quality of teaching and in the management of behaviour. This has helped to lay the foundations for raising the standards of pupils' work. This benefit is already seen at the Foundation Stage but it is too soon for these benefits to have become apparent in the older pupils' standards.
57. The leadership and management of the school are clearly better than at the previous inspection. The headteacher has a clear vision of how the school can improve further and the evident determination to make it happen. He is joined in a good commitment to school improvement by a caring and hardworking staff. Staff show patience and persistence in facing the many challenges presented to them and in conscientiously catering for pupils' diverse and often critical needs. They work well together with a strong shared sense of the school's aims and values which are effectively put into practice through agreed ways of working together. This is well illustrated by the school's successful implementation of the behaviour management policy over the last year. A strong sense of staff sharing in the consistent implementation of agreed whole-school strategies is growing where this was not evident previously.
58. Although there has been good improvement in the last year there was little improvement in preceding years in response to the previous inspection. This was partly due to a lack of continuity while the school had temporary headteachers. However, improvement was also hindered by a lack of external support. Compared with many schools nationally, this school received little support from its local education authority until two years ago. This is a matter of some surprise in view of the significant weaknesses identified at the previous inspection and the school's history of low standards. There have been insufficient checks on the school's performance, a lack of advice and guidance for management and staff, neglect of the school's poor accommodation, and poor support from the education welfare service in tackling the problem of low attendance. Frequent changes in local education authority personnel advising or supporting the school have been a hindrance. However, helpful support in relation to provision for special educational needs and to the teaching of numeracy has been valued. Very recently a programme of support to raise standards in literacy has been offered and begun but this has come long after the need for this support was apparent.
59. Some specific areas of the school's work are well managed, for example the provisions for the Foundation Stage, for special educational needs and for pupils with English as an additional language. The approach to all of these is thorough and systematic. Within the limits imposed by the time available to them, co-ordinators for mathematics, art and design, information and communication technology, physical education and religious education have tackled their responsibilities enthusiastically. In other aspects of

management slow development in the school's procedures prior to the present headteacher's appointment and the many staff changes have hindered improvement. Checks on, and evaluations of, the effectiveness of the school's work have been historically weak as the previous inspection showed. The headteacher has personally done much to remedy matters by observing lessons and giving guidance and support to teachers. However, subject co-ordinators make little contribution to these processes. This is partly because many are new to teaching and/or new to the school and to their co-ordinator roles. The headteacher recognises, and is planning for, the need to expand the co-ordinators' roles in checking the work in their subjects and planning action for improvement.

60. School governors are concerned for the school, and supportive of it. Some governors who take an interest on governors' behalf in specific aspects, such as the curriculum, provision for special educational needs or the accommodation, bring particular and effective expertise to their roles. Some governors visit the school but there is no reliable procedure for communicating what they learn from these visits to the governing body as a whole. This reduces their effectiveness in monitoring the work and life of the school. Governors help to ensure that the school meets almost all of its statutory obligations but has omitted to publish some of the required information for parents in its annual report.
61. The school has adequate resources of suitably qualified teachers who receive satisfactory opportunities for professional updating through training. Teachers new to the school or to teaching are well supported. Changes in senior management and other staff have delayed full implementation of national arrangements for checking and rewarding teachers' performance. Planning provides for the school to have caught up with required procedures within a few weeks of the inspection.
62. The school has an unusually large number of support staff for its size but this is entirely appropriate in view of the high levels of pupils' educational and other needs. These staff make a good contribution to the work and life of the school.
63. The school's finances are efficiently run and resources are well targeted to meet the needs of the pupils and to raise standards. Strategic planning is good and governors are fully informed of the range of options to consider before setting the school budget, which is allocated in relation to the school's agreed priorities. Both the headteacher and the governing body satisfactorily implement the principles of best value although there is still the need for further improvement in the school's use of financial benchmarking information when challenging expenditure. Specific grants are used effectively for their designated purposes and the school is able to give additional support to what it considers to be important initiatives by the use of prudent financial planning. The school ended the last financial year with a substantial surplus, mainly due to receipts of income late in the year, for example from insurance settlements; there are appropriate plans for expenditure which will soon reduce this surplus.
64. The school's use of new technology is satisfactory. Information and communication technology is used effectively by administrative staff and by teachers when completing long-, medium- and short-term planning and the school now has an up-to-date computer suite, which has been used well to maintain standards of pupil attainment in the subject. However, the resources for information and communication technology within classrooms are not fully exploited to enhance the curriculum and teaching.
65. Resources for information and communication technology are much improved since the previous inspection, and learning resources generally have improved. Resources in

English, religious education and physical education are good but in geography they are unsatisfactory. More reference books are needed for the library and further challenging equipment for the under-fives to support their learning.

66. Although spacious, the school's accommodation is very poor because the site is totally unsuitable as the location for a primary school. The very steep slope makes entry into the school and movement between the two buildings and to and from the playground potentially dangerous. This is particularly so in the wet and in the autumn when it is impossible to keep the steps and steep paths entirely clear of leaves. The site also makes the accommodation very unsuitable for the needs of any prospective pupils with physical disability whose parents might wish them to attend the school. Movement of classes for assembly, playtime, use of the hall, library or computer suite, is both hazardous and wasteful of time. The arrangement of the buildings severely restricts the options available for splitting pupils into different learning groups appropriate to their abilities or needs. Also, the movement of equipment resources between the buildings presents logistical problems. Teachers either have to make do without desirable resources or waste precious time in moving them.
67. The school is making the best use it can of this totally unsuitable accommodation and does its best through displays in classrooms to make an inherently drab environment more stimulating and conducive to learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. To raise standards and improve the quality of education the school should, implementing its existing school improvement plans:
- (1) Raise standards in English:
 - by giving a consistent emphasis in lessons across the curriculum to improving pupils' confidence in speaking and listening and extending their vocabulary;
 - by providing more opportunities in literacy lessons for pupils to express themselves and develop good techniques for extended writing;
 - by ensuring pupils have more opportunity to use and practise their writing skills across the curriculum. (*paragraphs 80 - 84*)
 - (2) Devote more time to work in design and technology and in history. (*paragraphs 24, 100, 103-4, 112, 113*)
 - (3) Improve checks on the effectiveness of teaching and learning to identify good practice that can be spread to other classes or subjects and to find areas where improvement is needed:
 - by adopting regular procedures for checks on lesson planning, on teaching and learning in action, and on the work pupils produce;
 - by involving subject co-ordinators fully in these processes, providing them with any training and support necessary for them to be effective. (*paragraphs 18, 59*)
 - (4) Make processes for assessing pupils' progress, especially short-term progress, more precise by:
 - ensuring assessment is used in a consistent and uniform manner throughout the school to inform short-term planning in order to match work more closely to the abilities and needs of all pupils;
 - using the information gained to support and extend procedures recently introduced in some classes for setting targets for pupils' short-term progress;

- analysing assessment information more comprehensively for evidence of strengths and weaknesses in teaching and learning and for any differences in the progress of different groups of pupils. *(paragraphs 19, 47)*
- (5) Strive to acquire more support from external agencies in tackling the poor attendance of some pupils. *(paragraphs 12, 46)*
- (6) Endeavour to improve the accommodation to make it safer, more convenient, more manageable and more likely to promote pupils' interest in, and enthusiasm for, their education. *(paragraph 66)*

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Incorporating information and communication technology into more of the work across the curriculum. *(paragraphs 24, 118)*
- Implementing plans for improving homework arrangements. *(paragraphs 20, 50)*
- Providing pupils with more opportunities to take responsibility and show initiative. *(paragraphs 10, 38)*
- Reorganising grouping for teaching of singing in Years 3 to 6. *(paragraph 121)*
- Improving governors' procedures for communicating their observations following school visits to the governing body as a whole. *(paragraph 60)*
- Ensuring governors' information to parents in the annual report meets all statutory requirements. *(paragraph 60)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	23	28	2	0	0
Percentage	0	18	36	43	3	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 nearly 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)	26	302
Number of full-time pupils known to be eligible for free school meals	6	109

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	78

English as an additional language	No of pupils
Number of pupils with English as an additional language	38

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	64

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.6

Unauthorised absence

	%
School data	3.5
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	21	20	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	13	12
	Girls	13	15	8
	Total	28	28	20
Percentage of pupils at NC level 2 or above	School	68 (69)	68 (67)	49 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	15	14	16
	Total	30	30	33
Percentage of pupils at NC level 2 or above	School	73 (79)	73 (83)	80 (95)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	19	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	10
	Girls	10	11	16
	Total	18	21	26
Percentage of pupils at NC level 4 or above	School	49 (65)	57 (61)	70 (77)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	13	13
	Girls	14	14	14
	Total	22	27	27
Percentage of pupils at NC level 4 or above	School	58 (65)	71 (74)	71 (84)
	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
171	18	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
34	0	0
2	0	0
21	0	0
0	0	0
1	0	0
4	6	0
0	0	0
27	0	0
0	0	0
6	0	0
58	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)	12.3
Number of pupils per qualified teacher	24.5
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	218

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	13

Financial information

Financial year	2001-2002
	£
Total income	831,332
Total expenditure	793,229
Expenditure per pupil	2,426
Balance brought forward from previous year	29,974
Balance carried forward to next year	68,077

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	328
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know*
My child likes school.	53	44	0	0	3
My child is making good progress in school.	44	50	3	0	3
Behaviour in the school is good.	35	41	18	0	6
My child gets the right amount of work to do at home.	38	32	12	6	12
The teaching is good.	59	38	0	0	3
I am kept well informed about how my child is getting on.	44	38	15	0	3
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	59	32	0	0	9
The school works closely with parents.	50	41	9	0	0
The school is well led and managed.	68	29	0	0	3
The school is helping my child become mature and responsible.	59	32	3	0	6
The school provides an interesting range of activities outside lessons.	41	21	21	3	15

* 'Don't know' responses were mostly from parents whose children had only just started at the school

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

69. Children are admitted to the nursery on a part-time basis for the first half of term at the beginning of the year in which they have their fourth birthday and then have full-time nursery education. Most children transfer to the two reception classes the following year. On entry to the nursery class many children are below average in all aspects of early learning and in some cases development in speaking and listening is very low. However, during the last two years attainment on entry has improved considerably. Provision for children in the nursery and reception classes has significantly improved from the last inspection where the quality of provision for the under-fives was unsatisfactory. It is now a major strength of the school.
70. All children in the nursery and reception classes make good progress in their learning. Those with special educational needs, or for whom English is an additional language, are soon identified and additional appropriate support is given to them. They, too, make good progress in relation to their abilities and needs. All children benefit from the wide range of opportunities provided through two years of full-time education. Children begin in the nursery with below-average attainment. By the time they begin reception, the nursery children have learnt about school routines and their social development has significantly improved. However, in most areas of learning their standards are below average except for social and physical development where they are average. By the end of the reception year standards have improved in all areas of learning. It is anticipated that many of the present reception children will achieve the early learning goals in most areas of learning, though not in communication, language and literacy or in mathematical development where their low attainment on entering the nursery has most significance. Overall, the standards Foundation Stage children are achieving appear to represent an improvement over previous years.

Personal, social and emotional development

71. High priority is given to this area of development, which is good. The majority of children are happy, confident and secure in school. They know the classroom rules and are aware that sometimes they must wait for adult attention. They show an interest in the activities they are offered and know where classroom resources and equipment are stored. Most concentrate well on activities they are given or have selected for themselves. Teachers organise activities well so that children have plenty of opportunities to work with adults and independently with each other where they take the initiative in many situations. Children are learning to understand the feelings of others, including those with special educational needs and English as an additional language, and show kindness to one another. The teachers and adult helpers ensure that they reward good behaviour and have very good relationships with children. As a result, most children demonstrate positive behaviour and good attitudes to learning and will achieve the early learning goals by the end of the Foundation Stage.

Communication, language and literacy

72. Standards on entry into school are very variable but overall they are clearly below average. All children make good progress in their learning but only a minority is likely to end the Foundation Stage with language skills that attain the national early learning goals. Children thoroughly enjoy listening to stories and can join in songs such as the

daily morning song with enthusiasm. Less able children have difficulty retelling stories in the correct sequence and respond to questions in a limited way, sometimes pointing or answering with single words. Many children with English as an additional language enter school with little language but make good progress as a result of carefully directed work.

73. Although attainment in reading and writing is below average, children make good progress. Many can read and write their own names and know some letter sounds by the end of the Foundation Stage. They can write some recognizable letters and are aware that print is read from left to right and carries meaning. They enjoy sharing books and taking their books home regularly in their book bags. Children are introduced to key words and 'jolly phonics' to help them decipher new words. However, as yet, the majority are unable to build simple words by their sound or read all the words recommended for children in reception. Although they can use a pencil and write letters, little of their writing has reasonable meaning. Teachers have introduced good elements of the National Literacy Strategy such as using suitable big books to promote reading and stimulate interest.

Mathematical development

74. Attainment on entry into school is below that expected for this age group. Good progress is being made by the present reception classes. This suggests that by the end of the reception year many children will reach the stage appropriate for starting Year 1 of the National Curriculum. However, the proportion not doing so is likely to be greater than in most schools. Children quickly learn to count reliably to ten and beyond. However, the co-ordinator has identified the need for more emphasis on sorting and matching activities and further problem-solving activities to support children's learning. Limited resources for practical shopping have an adverse impact on helping children learn about money but new resources have recently been ordered. Children develop an awareness of capacity and volume through regular play tasks with sand and water. Good attention is made of opportunities in the school day to use mathematics in a meaningful way to extend children's knowledge and understanding such as through number rhymes, songs, using parachute games and cooking.

Knowledge and understanding of the world

75. Many children have limited experiences of the world around them on entry to school. Good progress is made during the Foundation Stage and most children are likely to reach the expected level as they start Year 1 of the National Curriculum. A variety of activities are planned which stimulate the children's curiosity and enables them to develop a wide range of skills. For example, they learn about themselves and different parts of the body. Good attention is given to the varied cultures of children found in school so that all are helped to feel included. The children work satisfactorily with materials that can be joined and start to select tools needed for specific tasks. They investigate features of the local environment by regularly visiting the local park and walking to the postbox. They are attaining good levels for their age with information and communication technology skills. For example, they learn to control a mouse, they click on an icon and select information to complete games.

Physical development

76. The school has recently significantly improved outdoor play facilities in the playground, which is very beneficial and stimulating to support children's learning in physical control, balance and co-ordination. However, the secure outside area of the nursery is narrow, damp and uninviting. Many of the tricycles and bikes are old and children need more challenging equipment to support their learning. Good opportunities are provided to promote physical skills and children are progressing well towards meeting the early learning goals for this area of their development. Many children show good co-ordination and are aware of space around them and consideration to others, for example when they work co-operatively in the hall with parachute games. However, children's manipulative skills using equipment such as pencils, crayons, scissors and paints are less well developed but all children are progressing well with their early learning goals.

Creative development

77. Most children start school with poorly developed creative skills but make good progress. Above average children can draw a body with a number of features. Average children create circular shapes to depict themselves but below average children tend to scribble. Most children are able to select suitable colours for painting, drawing and decoration. They join enthusiastically and spontaneously in songs and action rhymes and make good use of percussion instruments to develop a sense of rhythm. However, limited resources in role-play activities inhibit children's imagination and scope in this aspect of learning. The co-ordinator has identified the need for dual-language books and more multicultural costumes to stimulate children's ability to communicate more effectively to each other through role-play.
78. The teaching in the nursery and reception classes is consistently good with a number of very good lessons seen during inspection. Standards in teaching have risen very significantly since the last inspection where they were reported to vary between satisfactory and poor. Lessons are now carefully planned to focus clearly on what is to be learnt. Teachers and their trained assistants use conversation and questions very effectively to draw out children's ideas and develop their confidence. They fully understand the content and the early learning goals of the activities they supervise and are confident, with good subject knowledge. The excellent relationships make a significant contribution to children's progress and the standards achieved. Expectations of children's performances are high and a very positive classroom ethos creates an environment in which children are greatly encouraged to make good progress. Children under five have access to a satisfactory range of resources, which are well used. Time is used effectively and children's systematic development in learning is aided by detailed record-keeping, careful observations and ongoing assessment.

ENGLISH

79. Standards of attainment in English are well below average at the ages of both seven and eleven. These results are confirmed by the most recent 2002 national test results and from inspection evidence. Recent results and the work of the oldest pupils reflect many factors, including the high turnover of pupils, high levels of pupils with special educational needs or for whom English is an additional language, staff changes and weakness in teaching in past years. The new headteacher has only been in post for the last year and applied to the local education authority for additional help to raise standards in English by the provision of intensive support. Additional advisory help has been received this term to prioritise how standards will be improved and a detailed action plan has been produced. As a result, new handwriting, spelling and guided

reading strategies have been introduced but there has been limited time for these new initiatives to have a positive impact on raising standards.

80. Speaking and listening skills throughout the school are below average. A few teachers encourage careful listening and a clarity of speech but a more consistent emphasis is required to improve pupils' confidence and extend vocabulary. As a result many pupils are hesitant when speaking and lack an enriched vocabulary when explaining their thoughts. Many teachers are satisfied with answers of a few words and do not encourage pupils to respond confidently to questions by discussing constructively and using terms appropriate to particular subjects. A number of pupils show poorly developed listening skills and lose concentration quickly, especially when work is not well matched to their needs. Many pupils tend to sit passively unless specifically guided by teachers to contribute orally. When lessons are too long or take place in the afternoon pupils find difficulty keeping their concentration. Pupils with English as an additional language receive good support and often try hard to express themselves orally and soon begin to use phrases and sentences.
81. Pupils' attainment in reading is below average by the end of Year 2 and Year 6. Although pupils are encouraged to take reading books home, procedures to ensure they make satisfactory progress are not yet effective. Many homework diaries are not kept up to date and reading comments and evaluations are rarely used. The school has invested in a good range of reading books including a new scheme to support pupils with special educational needs. However, guided reading sessions are not always effective during literacy lessons and not all teachers are making the best use of the quiet reading session after lunchtime. Pupils withdrawn in Years 1 and 2 for the reading recovery programme make good progress and greatly benefit from the individual help given. Good emphasis is given to developing basic sounds recognition through regular special sessions in Years 1 and 2. Although reading standards are below average throughout the school, a number of pupils make good progress and achieve satisfactory, and sometimes good, standards by regularly practising their reading. A few higher attaining pupils develop fluency and confidence in their reading by using the appropriate strategies to decode new words. They identify the main characters and express opinions about the relevant events of the story. However, there is a considerable number of pupils who are unable to use the meaning in more challenging texts to work out unfamiliar words. This has a negative impact on pupils' achievement in many subjects throughout the curriculum where they find great difficulty understanding texts to answer questions. The school library and many book corners in classrooms are unattractive with limited choices of books; they do not encourage interest in, or enthusiasm for, reading. The library is not used sufficiently where library time is not planned within the school timetable. Pupils, therefore, have limited opportunities to access information, which restricts their learning of research skills.
82. Writing standards are well below average at the end of Year 2 and Year 6. The school has identified this as an area to develop and has attempted to improve pupils' handwriting skills with regular practice. Examinations of pupils' work indicate that there have been insufficient opportunities across the curriculum to improve pupils' writing. Pupils' progress is inhibited by the lack of opportunity to express themselves and develop good techniques for extended writing. Insufficient attention is given to extending simple sentences into compound sentences and to draft and edit their work. Many pupils have limited vocabulary, which inhibits them from writing imaginatively. Pupils learn the conventions of poetry, through Haiku poems and writing in the style of the Beachcomber poem. They evaluate narrative script such as 'Star Wars' and identify the main features of a newspaper. In the best instances punctuation and grammar skills are in line with national expectations but most fail to reach these standards.

Spelling is often weak but the school has recently started to introduce spelling bank booklets to improve learning techniques. Insufficient opportunities are given to use dictionaries and thesauri to check spelling and enrich vocabulary. Standards of handwriting and presentation are often poor but are beginning to improve during handwriting sessions. Currently, however, many pupils' handwriting lacks fluency and good joins, and insufficient attention is given to good presentation.

83. The quality of teaching is satisfactory overall throughout the school but during inspection there was a significant variation in the quality of lessons observed, from good to unsatisfactory, which was a similar picture to the last inspection. Most teachers' planning is detailed and closely linked to the National Literacy Strategy. As a result, pupils generally achieve satisfactorily in their lessons. This includes pupils with special educational needs or for whom English is an additional language, who are often withdrawn from literacy lessons for extra intensive help from well-briefed and effective support staff. In the best lessons, learning is effective because pupils are well motivated and challenged by high expectations of work and behaviour set by teachers at a brisk pace. However, in a few lessons teachers' expectations are too low and some pupils are insufficiently challenged in classes with a marked mix of ability and ages. On occasion, time in the lesson is not used effectively and the pace is too slow. In such lessons a few pupils respond inappropriately and are easily distracted. Occasionally they show signs of unacceptable behaviour with poor relationships towards their peers and adults, which affects the attainment and progress of others in the class or group. Assessment procedures have recently been introduced but are not used consistently across the school, for example reading homework diaries have sometimes been mislaid and only a few contain useful analysis and comments of pupils' reading achievements. Currently, assessment information is not used with consistent care or success in planning pupils' work. On occasion this means that inappropriate tasks are set for some individuals in mixed- age classes, slowing their progress.
84. The new co-ordinator is enthusiastic and has worked hard to identify key areas for improvement but as yet has had no opportunity to monitor teaching and learning across the school. Insufficient attention is currently given to using information and communication technology to support pupils' learning. Literature is beginning to make a contribution to pupils' spiritual, moral, social and cultural development through stories and materials used but literacy skills are not well developed across the curriculum to support pupils' learning.

MATHEMATICS

85. Inspection evidence, based on a review of pupils' work over the last year and on lesson observations, confirms that standards of attainment in mathematics in both Year 2 and Year 6 are presently well below the national average but that they are comparable to similar schools at the end of Year 6.
86. Standards are similar to those reported at the previous inspection. Since that inspection the National Numeracy Strategy has been fully implemented, even though the school has experienced a period of staffing instability. As a result, the mathematics curriculum is now broader in most classes and builds more reliably on pupils' previous learning; these are improvements since the previous inspection. However, in some observed lessons, work was set for the whole class and not matched to the full range of different abilities of pupils or to their previous knowledge. This is a particular weakness when all classes in the school comprise pupils from two year groups. This sometimes affected the achievement of the more able, who were insufficiently

challenged by the work, although the achievement of the less able was usually boosted by the good use of teaching assistants to support their learning. Even so, pupils' achievement is satisfactory in nearly all year groups and pupils with special educational needs, and those for whom English is an additional language, make good overall progress in building up their knowledge, skills and understanding in the subject as they move through the school.

87. The subject co-ordinator leads and manages the subject well and is aware of the continuing need to further improve standards. She has ensured that the need for improvement in attainment in the subject has had a high profile within the school and that all staff have shared this need. As a result the school has received intensive support from the Bristol Numeracy Team and both teachers and teaching assistants have been given regular recent opportunities to increase their confidence and expertise to deliver the subject through regular focused in-service training. The co-ordinator and headteacher have observed teaching within classrooms and pupils' achievement has been monitored through intensive work scrutiny. The school acknowledges, however, that there is still a need to implement a more rigorous whole-school approach to the assessment of pupils' progress, particularly against key objectives, and has integrated improvement in this aspect as an important target in the school's current mathematics action plan.
88. Although pupils' overall attainment is limited and the range of achievement is very wide, many have developed some degree of proficiency and confidence in using numbers by Year 5 and Year 6. The oldest pupils' past work shows less attention paid to work on shape, space and measure or on data handling so that achievement is weaker here.
89. The standard of teaching in the lessons observed during the inspection ranged from unsatisfactory to very good and was good overall in Year 1 and Year 2 and satisfactory in Year 3 to Year 6. In better lessons, planning catered for the needs of different abilities of pupils and was reflected in successful learning. Expectations were high and higher attaining pupils were sufficiently challenged. An example of very good teaching was observed during a numeracy lesson for Year 1 and Year 2 pupils dealing with place value. Planning was very detailed and the content of the briskly paced session was well linked to the previous experience and knowledge of pupils. The class teacher structured the lesson very well and her introduction was very clear and this aided pupil understanding of both the content of the lesson and the nature of the tasks they were about to undertake. Good use was made of the effective teaching assistant to help pupils with special educational needs and others who needed support. Finally, the teacher used the closing whole-class discussion very well to ensure lesson objectives had been achieved and that learning had taken place.
90. Resources for teaching mathematics are satisfactory and are constantly being updated and added to. They are well managed and well used and cover all aspects of the National Curriculum Programmes of Study. Most are stored in classrooms but resources for measure are stored centrally. Pupils' attitudes towards mathematics are good in Year 1 and Year 2 and satisfactory throughout the rest of the school. The use of information and communication technology to support the teaching of mathematics is limited. Although the school possesses computer programs to aid the development of some aspects of mathematics, resources to adequately cover other areas are still being developed.

SCIENCE

91. Past eleven-year-old pupils' results in the most recent National Curriculum tests were well below average. Despite a slight fall in the last two years, the long-term trend in results since the previous inspection is upward. The standard of work of the present oldest pupils, seen during the inspection, is also well below the national standard. Inspection judgements and teachers' own formal assessments are in broad agreement that pupils aged seven achieve below-average standards. However, throughout the school, pupils are achieving satisfactorily in relation to their earlier attainment and at age eleven pupils' test results are close to those in similar schools. In lessons seen during the inspection pupils were seen making satisfactory and sometimes good progress in response to good teaching.
92. Most of the oldest pupils reach the level of attainment expected for their age and some exceed it, but the proportion falling short of the expected standard is considerably higher than in most schools. Most pupils show a range of sound knowledge. They know, for example, how plants reproduce through seed dispersal and they can explain food chains amongst animals. They explain the differences between and causes of evaporation and condensation and can describe a variety of methods for separating liquids and solids. Asked to evaluate an imaginary investigation they recognise well the variables that need to be controlled to make a fair test. Some pupils who have difficulty writing about the subject, nevertheless, show sound knowledge and understanding when talking about their work.
93. The great majority of pupils aged seven, including most with special educational needs or for whom English is an additional language, show the level of knowledge expected for their age, although a good many have difficulty writing their ideas or observations. However, compared with schools nationally, very few pupils exceed the expected level of attainment. This is why the overall profile of attainment is below the national standard. Most pupils have a sound knowledge of common materials and of some of their properties and uses and they can distinguish natural from man-made materials. They understand the important changes that heat can produce, as when butter or chocolate melts to become a liquid or when solid ice becomes liquid water. Pupils understand that scientific test can be fair and explain how they have applied this to past investigations of plant growth.
94. Teaching is of good quality. A particular feature of lessons seen during the inspection was the incorporation of investigations that both demonstrated scientific ideas very well and captured pupils' interest and enthusiasm. In two lessons for Years 5 and 6 pupils they dissected owl pellets for evidence of the owl's place in a food chain. In two lessons for Years 3 and 4 pupils they observed the way rods made from a range of materials conducted heat provided by a flask of hot water to melt a portion of butter. In all of these lessons pupils were fascinated by their tasks, behaved well and made good progress. In a Years 1 and 2 lesson also, pupils enjoyed and learnt well from an activity sorting natural and man-made materials. Throughout the school the teaching encourages pupils to record observations methodically but rarely makes use of pupils' skills in information and communication technology to organise or present data.
95. Teachers' planning is generally sound but pays too little attention to the need to ensure every pupil is able to progress beyond their previous attainment. This is especially a weakness in development of pupils' investigative skills within mixed-age classes. Planning is insufficiently supported by assessments of pupils' progress. The enthusiastic subject co-ordinator, who is very new to the role, recognises the need to improve assessments and other means of identifying where and how improvements to teaching and learning can be made.

ART AND DESIGN

96. There are attractive displays of the pupils' work in art and design around the school. All of the work on display is at least satisfactory in quality, and some is good. It ranges from printing, using squares of sheet polystyrene by the younger pupils, to examples of careful drawing of fruit using pastels by the older pupils. They discuss their work on display with pride. The subject has a firm place in the curriculum of the school.
97. Pupils in Years 1 and 2 achieve satisfactory standards overall in painting, printing and in making clay sculptures. The latter are based on the pupils' own drawings of what they would like to see as sculptures in the newly refurbished playground. They quickly learned methods of attaching parts, such as arms or legs, to the body to produce interesting three-dimensional forms. Older pupils in Years 3 and 4 worked, with some success, to produce repeat patterns using collage. Some of them quickly grasped what was expected of them. Others managed to make random patterns from coloured papers, but did not quite grasp how to turn them into regular repeat patterns, until the teacher explained the task again in ways that they could fully understand. The achievements of the older pupils are generally satisfactory, though the standards they achieve in some of the skills expected of Year 5 and Year 6 pupils are not as high as they might be. This was seen particularly in the work they did painting a landscape in the style of Van Gogh and of another in the style of Lowry. In both cases the pupils had managed to draw in the style of the artist but, due to the lack of practice in colour mixing and matching, they did not catch the different colour values of the two painters. The pupils' attainment overall is similar to that described in the previous report.
98. The pupils' learning in art and design is generally satisfactory in response to the sound and sometimes good teaching they receive. The work is planned co-operatively by groups of teachers with similar-aged classes. While this enables teachers to learn from each other, it sometimes means that they are less sure than they might be about how the best results can be obtained. The well-planned and managed art week, which was a major feature of the work in art and design during the preceding year, broadened the pupils' experience considerably. Currently, the school's scheme of work is based, with adaptations, on the national Qualifications and Curriculum Agency suggestions. As the staff were not finding this scheme particularly helpful in developing the pupils' skills progressively a new scheme is to be tried out. This is one based on the regular development of the skills needed to accomplish the tasks provided. Another need which has been identified is that of a more regularly applied and informative scheme of assessment in the subject. Pupils are developing the use of the computer program 'Paint' to produce imaginative and accomplished pictures.
99. Pupils with special educational needs are supported well and make good progress; the same is true of those for whom English is not their first language. The subject plays an important part in the provision for the pupils' spiritual needs; it enables them to explore their own ideas and feelings well and to discover ways of expressing them. The pupils are also made familiar with the work of significant artists from European and other cultural traditions.

DESIGN AND TECHNOLOGY

100. There was no design and technology planned for the half term in which the inspection took place. Nor was there evidence in the pupils' books, so judgements about the quality of teaching cannot be made. Evidence for the quality of learning and the management of the subject was available from interviews with staff and pupils, and from photographic evidence. Standards overall are below expectations by the time the

pupils leave the school at eleven years of age, while the achievement of the younger pupils in Years 1 and 2 is generally satisfactory. As at the previous inspection, the subject is an area of weakness within the school's curriculum. Planning and delivery of work in the subject has suffered from the many staff changes, including changes in the role of the co-ordinator. The outcome has been allocation of too little effective time within the overall teaching timetable and standards that reflect this.

101. The most significant design and technology activity in which the pupils have been recently engaged was the designing and making of models of the new playground equipment. In this a volunteer architect and friend of the school supported the pupils. This involved both designing and making skills for a real purpose, and caught the pupils' imagination. They have a great pride in this achievement.
102. Pupils also recall designing and making stick- and glove-puppets for the performance of a play. This involved some designing, but neither evaluation of the materials and techniques to be used nor an evaluation of what had been made. Sadly, the play was not performed either.
103. Following the previous inspection, shortcomings were addressed by the development of a scheme of work based on the national guidance and by training for staff in its use. However, almost all the staff who received training have left the school. The current staff decided that the scheme of work did not meet the pupils' needs for developing their skills in designing and making. Over the past few months a new scheme of work which pays more attention to the development of skills has been devised. This is at an early stage of implementation. It links work in design and technology to the topics through which other subjects are also taught.
104. The present co-ordinator has been in post for less than a year. Issues concerning the subject, such as the need for a system of assessment which will match the work to the needs and abilities of the pupils, have been planned for, but not yet brought to fruition.

GEOGRAPHY

105. Standards of attainment in geography are in line with national expectations at the end of both Year 2 and Year 6. The curriculum is broad, balanced and relevant and the achievement of all pupils, including those with special educational needs and those for whom English is an additional language, is satisfactory overall. Standards are similar to those reported during the previous inspection, but the development of pupils' skills of enquiry and investigation is an area of improvement.
106. Geography is now taught as part of a wider topic-based programme of study in all classes and planning is linked well to the National Curriculum. Pupils' work shows a gradual build up of investigative skills as well as geographic knowledge and understanding as pupils progress through the school.
107. By the end of Year 2 pupils have developed a satisfactory knowledge of their locality as a result of studies based around the local area and are able to express simple views about their environment. They have also increased their knowledge of the wider world by following the travels of 'Barnaby Bear' as he roams the globe. In addition, pupils are given opportunities to enrich their knowledge and understanding of the world around them through topics such as 'going to the seaside'.
108. Year 5 and Year 6 pupils complete studies about Bristol and increase, for example, their skills at gaining information from maps and charts. During a lesson seen, pupils

used information from a recent off-site visit to a local river in order to increase their awareness of how people affect their environment. Although the lesson was pitched at only one level of ability most pupils made progress in developing their understanding and knowledge of sustaining the environment and this was evident from their work.

109. The standard of teaching observed during the inspection ranged from satisfactory to very good and was satisfactory overall. Where teaching was very good, planning took into account the needs of all pupils and lesson delivery caught their interest. In a well taught lesson to Year 1 and Year 2 pupils on recognising changes in the local area, the pace of the session was brisk, the teacher's subject knowledge was good and pupils were actively involved at all times. At the end of the session the teacher used class discussion well to make sure the learning of most of the pupils was secure.
110. Resources for teaching geography are unsatisfactory and do not fully meet the needs of teaching the National Curriculum. The use of information and communication technology to support the teaching of geography was not evident during the inspection.
111. The geography co-ordinator's management and leadership of the subject are satisfactory and she has helped to ensure that geography is fully included in the school's topic-based approach to teaching. The school has yet to develop an ongoing system for the regular assessment of pupils' progress.

HISTORY

112. Standards of attainment in history are below those expected nationally by the end of Year 2 and Year 6. The oldest pupils' standards are similar to those at the previous inspection, but pupils aged seven show a decline in standards. During the inspection only one history lesson took place and little history was planned in most classes for the current term. Observations are based on information from other sources including a very small amount of history work from last year and discussions with staff and pupils. The subject has not been given priority recently and evidence suggests that it has been neglected. The scrutiny of pupils' work indicates that history teaching is fragmented with very little attention given to developing a systematic acquisition of skills. There is an overemphasis on using worksheets with insufficient opportunities for extended writing to support pupils' learning. The school intends to teach history this year through a topic approach with closer emphasis on local history related to Bristol. Due to the lack of evidence no judgement can be made on the quality of teaching.
113. Years 1 and 2 pupils are developing an awareness of differences between the ways of life now and in the past by comparing toys and talking to people who have lived in the area for some time. In Years 3 to 6, pupils' knowledge of daily life and customs is extended by studying various periods in history, such as the Romans, where a trip is planned to Caerleon Fort to support pupils' learning. Older pupils learn about famous people connected with Bristol such as Edward Colston and his role in the slave trade or explorers and inventors such as John Cabot and Isambard Kingdom Brunel during Victorian times. A new co-ordinator has recently been appointed. She has no opportunity to monitor teaching and learning and her role needs to be developed to promote the subject. Assessment procedures are inadequate and, as a consequence, work is not well matched to the ability of all pupils, which has a negative impact on their learning. Currently, insufficient use is made of information and communication technology or the school library to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

114. Throughout the school pupils achieve standards in line with national expectations for their ages. In view of their below-average abilities when starting school, pupils' attainments represent good achievement. This is borne out by the good teaching seen during the inspection and the good progress pupils were seen to be making. Standards achieved, the quality of teaching and the extent and quality of resources, have improved satisfactorily since the last inspection, in line with national trends.
115. As with other subjects, few pupils exceed the attainment expected for their age. However, pupils with special educational needs or difficulties with English prosper in this subject so that the great majority of pupils succeed in meeting the expected standard. The oldest pupils show a sound range of confident skills and a satisfactory understanding of basic procedures in using the computer. They use these to gain access to a range of programs which they confidently employ to manipulate text, graphs, pictures, three-dimensional design drawings and spreadsheets, sometimes combining the products of these actions in a single document. During the inspection some of the oldest pupils were seen wordprocessing captions which they added to a digitally produced photograph of the class by using a 'hyperlink'. The oldest pupils understand what the Internet and e-mails are and how they can be used.
116. Younger pupils in Years 1 and 2 also show some confident skills. In a lesson seen, pupils applied their skills to an adult-level 'Paint' program using a good range of tools to produce effects appropriate to the theme of fireworks which they were also exploring in their art work. They know how to select tools and erase mistakes and can use the program menu to name, save or print their pictures.
117. Pupils' good achievement reflects the good quality of teaching, which in turn reflects well on the effectiveness of the very enthusiastic co-ordinator of the subject. Provision of good training for teachers in the use of a good range and quality of equipment, especially within the computer suite, has helped them to approach the work with confidence and enthusiasm. They explain and demonstrate clearly to pupils, often aided by very effective use of an interactive whiteboard¹. Pupils also show enthusiasm and enjoy demonstrating what they can do. They work sensibly in pairs at computers, showing concentration and perseverance. Only when some Year 6 pupils finished tasks quickly or encountered problems with the functioning of the computer did a few pupils become inattentive. The subject co-ordinator gives good support to teachers' good planning of the work, particularly for the younger pupils, while a colleague with good expertise in the subject supports colleagues teaching the older pupils.
118. Although teaching of skills in lessons timetabled in the computer suite is good, teaching in other subjects in classrooms often misses opportunities to exploit and consolidate pupils' ICT skills. On occasion ICT skills have been incorporated in work in English, mathematics, science and art and design but generally the benefits of pupils' ICT skills and the equipment based in classrooms are not sufficiently employed. This is recognised by the subject co-ordinator and included in the school's good action plan for future development in the subject. The co-ordinator has provided teachers with a good format for assessing pupils' progress. However, this is not currently in consistent use and there is no collation of assessment information or formal checks on lessons to show strengths or weaknesses in the work.

MUSIC

¹ A large touch-sensitive screen on which images are displayed by a projector linked to a computer, as an alternative to a conventional monitor. By touching the screen, teacher or pupils can control events instead of using a keyboard or mouse.

119. The oldest pupils' attainment in music is below the standard expected for their age but the attainment of seven-year-olds meets the expected standard. The position is similar to that at the previous inspection. Pupils generally achieve satisfactorily when their earlier attainment is taken into account and in lessons seen during the inspection pupils were mostly making satisfactory progress; this includes those with special educational needs and those for whom English is an additional language.
120. During the inspection two lessons for Years 1 and 2 pupils were seen, together with one singing session when all three classes for Years 1 and 2 were brought together. Taken together these events showed that pupils develop a satisfactory understanding of some basic musical ideas and recognise that music can vary in pitch, tempo and volume. This was well illustrated in the inter-class singing session which was very well led by the music co-ordinator. Here, pupils showed they could vary their volume from a whisper to loud, could sing high and low and could incorporate effective pauses in their singing. They sang tunefully, expressively and with a sure sense of rhythm, which was also evident in their ability to move and gesture to the beat and rhythm of action songs.
121. A similar singing session for all six classes in Years 3 to 6 was much less successful than that for the younger pupils. Despite the good skills and commendable perseverance of the music co-ordinator, this group of pupils was too large and the diversity of pupils' needs, both musical and behavioural, too demanding for the teacher to cater adequately for them. This arrangement, a recent innovation intended to make best use of the co-ordinator's expertise, proved inappropriate in practice. Many pupils joined keenly in vocal and movement activities but the quality of their response was below the expected standard. Only one class lesson for these older pupils took place during the inspection. Here, pupils listened attentively to music played to them and some made thoughtful comments about the 'sound pictures' the music suggested to them. Asked, though, to think of ways they could use instruments themselves to create effects representing the sea, many pupils showed few ideas. However, in discussion with an inspector, a group of average and more able pupils made good suggestions for the composition of a piece of music to create a mood of sadness.
122. The teaching seen was, therefore, varied in its effectiveness but, overall, of satisfactory quality. All was appropriately planned and had benefited from the support of the knowledgeable co-ordinator who recognises the need for further training to improve teachers' confidence in teaching the subject. There are currently no reliable means for assessing progress in the subject or checking teaching and learning as a basis for planning improvements.

PHYSICAL EDUCATION

123. At the end of Year 2 and Year 6, attainment in physical education is in line with national expectations. Pupils' achievement is satisfactory and all pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in the subject as they move through the school. Standards have been maintained since the previous inspection.
124. As they progress from year to year, pupils are given regular opportunities to acquire and develop new skills and techniques in all aspects of physical education and apply them to their own performances. Pupils in Year 2 build up skills for throwing and catching with accuracy and, during an observed lesson, worked well both as individuals and within groups to apply co-ordination and control to their efforts. Most pupils

achieved well but a small minority with poorer hand/eye co-ordination found difficulty improving their own performances and this affected their achievement.

125. By Year 6 nearly all pupils can apply skills, techniques and ideas accurately. Most are able to comment on their own performances and suggest ways of improvement. Many pupils show a good degree of precision, control and accuracy in their work and have the confidence to attempt challenging tasks. During a well-planned and delivered gymnastics lesson, Year 5 and Year 6 pupils were given good opportunities to improve their techniques and apply their own ideas to their individual performances. As a result overall achievement was good.
126. The quality of teaching observed during the inspection ranged from satisfactory to good and was satisfactory overall. Most lessons were well planned and well resourced and teachers' subject knowledge secure. When lessons were good the pace was brisk and tasks set for different ability groups of pupils were challenging yet possible to attain.
127. Pupils have access to extra-curricular sporting activities, including netball and football, and this has a positive impact on achievement. Resources for teaching physical education are good and also contribute to overall pupil progress. They are easily accessed and cover all aspects of the National Curriculum Programmes of Study for physical education. Accommodation for teaching physical education is inadequate. Two playgrounds and the, somewhat unsuitable, local park are used for sports activities and limit the development of pupils' achievement, as does the school's hall, which has a load-supporting pillar in the middle of it.
128. The co-ordinator, who leads and manages the subject well, has a clear view of how physical education should continue to develop within the school and has ensured that all aspects of the National Curriculum Programmes of Study are covered in each year group. Because of the important part played by physical education in the social development of many pupils, the school has ensured that staff have received recent opportunities for in-service training. Teachers have opportunities built into planning to monitor pupils' development in the subject, although assessment is presently not used to formally track pupils' progress.

RELIGIOUS EDUCATION

129. The recently devised scheme of work based on the newly revised Bristol Agreed Syllabus for religious education has produced positive developments in the teaching and learning of the subject throughout the school. It is too soon for this to have had an impact on the standards attained, but it has increased interest in the subject on the part of both staff and pupils during the current term. Religious education was not commented upon in the previous inspection.
130. Pupils in Years 1 and 2 make a satisfactory start, having been successfully introduced to religious stories and ideas in the reception class. They make good progress, achieving satisfactorily as a result of sensitive and careful teaching. Pupils in Years 3 to 6 make satisfactory progress. Overall standards in Years 3 to 6 are still below what is expected of pupils aged eleven, in spite of the well-planned and imaginative teaching they receive. Though the management of those few older pupils with behavioural problems in these years is successful, this takes up time and reduces the pace of learning in some classes. Pupils with special educational needs are well supported and make good progress. The same quality of support is provided for those pupils for whom English is an additional language, and they too make good progress. At present, pupils' progress in religious education is not assessed well enough to ensure that the work

provided matches the abilities and needs of all the pupils. This tends to slow the progress of the pupils with the highest potential in the subject.

131. Overall, the teaching of the subject is of satisfactory quality, but with some examples of good practice. Careful overall planning and the sensitive use of good quality resources are found in the teaching of religious education throughout the school. One example was the Puja tray of religious objects which helped a class of older pupils to understand something of what worship means for Hindu believers, and about which some spoke using the correct terms. Younger pupils in Years 3 and 4 remembered the names and origins of symbols associated with major religions and then were set the task of devising personal symbols to express what is important to them. Some found the challenge of abstract thinking difficult, but a majority managed the task. Pupils in Years 1 and 2 were led very sympathetically to a deeper understanding of what 'belonging' means through hearing and discussing the story 'Nothing' by Michael Inkpen. The teacher used techniques from circle time very well so that the pupils explored their feelings in an unthreatening way. The attractive displays about religions and religious ideas around the school provide additional support for the teaching. There are plans to extend the pupils' firsthand knowledge of religions through visits to faith centres and the local churches in order to raise the pupils' achievements in understanding the importance of religions to those who practise them.
132. The subject is very well managed by an enthusiastic and knowledgeable co-ordinator, supported by enthusiastic teachers with sound knowledge of the subject. In the case of the oldest pupils, all three classes are taught by a well-qualified and committed teacher who demonstrates conviction of the importance of this subject for the creation of harmony and understanding in a multi-faith society. Pupils from a variety of backgrounds acknowledge their membership of faith communities with pride. Religious education plays an important role in the provision made for the pupils' spiritual and cultural development and in the pupils' understanding of good behaviour.