

## INSPECTION REPORT

### **BAILEY'S COURT PRIMARY SCHOOL**

Bradley Stoke, Bristol

LEA area: South Gloucestershire

Unique reference number: 131225

Headteacher: Mrs Wendy Davey

Lead inspector: Mr M Burghart

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> October 2003

Inspection number: 255406

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	362
School address:	Breaches Gate Bradley Stoke Bristol
Postcode:	BS32 8AZ
Telephone number:	0145486666
Fax number:	0145486665
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Hillyard
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

This is an above average sized primary school which is now effectively full. Its reputation is good, especially for how pupils with special educational needs (SEN) are supported. There are 362 pupils on roll almost 20% of whom have SEN. This is above average. The proportion of pupils eligible for free school meals is below average whilst the proportion of pupils joining or leaving the school at times other than in reception, or from Year 6, is below average. No pupil requires extra help for being in the very first stages of learning English. The school has twice been awarded Basic Skills marks in 2001 and 2002, and complemented these with a DfES Achievement award in 2002. The school became an Investor in People in 1999 and was successfully reassessed in 2002. The attainment of children when first entering reception is below average overall, but this represents a wide range.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M Burghart	Lead inspector	Areas of learning for the Foundation Stage; Information and communication technology.
13911	Mrs J Gallichan	Lay inspector	
30438	Mr R Guest	Team inspector	English; Art and design; Design and technology.
32296	Mr W James	Team inspector	Mathematics; Music; Special Educational Needs.
27333	Mr R Selby	Team inspector	Science; Physical Education.
32366	Mrs J Buttriss	Team inspector	Geography; History; Religious Education; Personal, Social and Health Education.

The inspection contractor was:

MSB Education Ltd

Broomhill  
Wimborne  
Dorset  
BH21 7AR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>30</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school** with a very good ethos that enables pupils to achieve well and reach above average standards. Pupils and staff get on very well together and teaching is good and often very good. The school is very well led and managed. It gives good and improved value for money.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics, science, and information and communication technology (ICT);
- Provision for pupils with special educational needs (SEN) is very good;
- Pupils' attitudes and behaviour are very good;
- Provision for pupils' personal development is very good;
- Teaching is good, and frequently very good;
- Provision for children in reception (Foundation Stage) is very good;
- The quality of the learning environment is very good, but library provision is inadequate;
- The school takes very good care of pupils;
- It is very well led and managed;
- Consideration of how all pupils are to be included in all activities is excellent;
- Staff make an excellent team and are not afraid to try new initiatives;
- Links with parents are good, but the school's relationship with a very small minority of parents could be better.

**The school has made very good progress since the last inspection** in 1998, not only overcoming the issues raised, but with substantial improvements to standards, assessment and teaching. Developments to the building and resources have considerably enhanced the learning environment. National Strategies for Literacy and Numeracy have been successfully introduced and new planning for the Foundation Stage (reception) has very positive effects on achievement and learning. Strengths in considering the whole child, identified in the last report, have been built upon.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	A	D	C
Mathematics	D	A*	B	C
Science	C	A	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

2002 weaker results were not unexpected by the school. The year group had a higher than usual level of SEN and a variety of pupils joined the school other than in Year R. Now **standards and the quality of pupils' achievements are above average**. Results in 2003 were well above average for Year 2 and in mathematics (maths) and science for Year 6. English results were above average. The inspection team found standards to be above average in English (very good in reading), maths, science and ICT at both Years 2 and 6. Other strengths are in art, design and technology and geography where pupils' attainment is above national expectations. Standards in reception indicate children exceed the goals they are expected to reach before Year 1. As attainment is generally below average when children first start school this represents good achievement, and for those with special educational needs, very good.

**Pupils' personal development in terms of moral, social and cultural aspects is very good.** It is now good in spiritual development, and this represents very good improvement from unsatisfactory in the last inspection. Pupils' attitudes and behaviour are very good with particularly good features in relationships throughout. Attendance is good being above the national average.

## **QUALITY OF EDUCATION**

**The quality of education provided is consistently good. Teaching is good and frequently very good.** In reception teaching is a strength, being promoted through good, new planning, very good assessment, and very good relationships. Of the 65 lessons observed throughout the school over one in four was very good and over three-quarters were at least good. Literacy, numeracy and science teaching is nearly always good throughout the school. Teaching in ICT is good and frequently better because of good in-service training. Teaching strengths are in very good questioning and consistent management of behaviour. Mixed age and ability classes are managed well. The school provides a good, broad and balanced curriculum. This is enhanced by innovations such as seeking to encourage pupils' *emotional intelligence*, introducing a weekly creative arts' afternoon, and a very good range and number of extracurricular activities. The school continues to take very good care of pupils and, although a few parents strongly disagree, maintains good links with parents about pupils' progress and the curriculum to be taught.

## **LEADERSHIP AND MANAGEMENT**

**The overall leadership and management of the school are very good. The leadership of the head is very good** and she is very ably supported by senior staff. Excellent teamwork of all staff enables the school to be innovative. Development planning takes very good account of contributions from all concerned. The quality of subject co-ordinators' management is good and continues to be developed. Day to day management of the school is very good. Governors give good support and make a good contribution to management, notably in financial and accommodation matters.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The overwhelming response of parents through the Ofsted questionnaire, and in meetings with inspectors during the inspection, was positive, especially about expectations and behaviour. However, it is clear that a very small group of parents feel that communications are not good enough and that the school is not approachable, particularly over SEN and mixed age class placements. Overall the school's links with parents are judged as good. Pupils feel very positive about the school and have confidence in the staff. They enjoy being listened to and raised very few negative comments.

## **IMPROVEMENTS NEEDED**

There are no key issues for the school to address. However, the most important things the school should do to improve are to:

- Improve library provision;
- Develop further opportunities to encourage pupils to write;
- Make even more use of ICT to support other subjects;
- Improve communication with the very small minority of disaffected parents.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Standards achieved across the school are good overall. This represents an improvement since the last inspection when they were reported as satisfactory.

#### **Main strengths and weaknesses**

- Standards in the school are good, with some very good features in English, maths, science and ICT; SEN provision is strong;
- There is a general improvement in standards since the last inspection;
- The school's carefully considered approaches to learning underpin the good work in many subject areas.

#### **Commentary**

1. At the time of the last inspection levels of attainment for pupils on entry were slightly below average. Standards were judged to be equivalent to national levels at the end of Years 2 and 6, although within the key issues it was stated that standards required some improvement.
2. The school has achieved good levels of improvement over time. In the attainment summary for the school in Key Stage 1 (Years 1 and 2), there is a steady growth in improvement, although some areas need further attention: for example in writing and in the number of pupils achieving the higher level 3 in science. In Key Stage 2 (Years 3 to 6), standards had been at nationally expected levels until 2001, when they were very good, but results from the 2002 National Curriculum tests (SATs) showed an unsatisfactory picture, although this was tempered by the high levels of pupils with SEN and the effects of pupils joining the school late in Year 6. Results for 2003 are yet to be validated, but early indications are that standards are good and that the rate of improvement is good. Attainment on entry is below average but pupils make good progress in the Foundation Stage. Tests in 2003 showed attainment at the end of Key Stage 1 was well above national expectations. At the end of Key Stage 2 attainment in maths and science was high, with good progress being made against prior attainment in English, maths and science.
3. The school is set targets annually by the local education authority (LEA) and in English and maths these targets were exceeded. Targets for science were not met, but as the school achieved strong results it is reasonable to confirm the school's view that the targets were unreasonably high and did not take note of the considered performance of that year group.
4. Through analysis of pupils' work and lesson observations it is clear that standards in the school are at least satisfactory and in many subjects good. The school attributes this success to the thorough work undertaken by all curriculum co-ordinators in tracking standards against national examples and their knowledge of pupil attainment levels.
5. Standards have been driven up by the whole school approach to learning. This is based on the consideration of teaching styles, taking account of pupils' visual, auditory and kinaesthetic learning styles. This is particularly effective in the development of speaking and listening and in the investigative and practical work that is at the heart of the teaching of science in the school. Thorough procedures for pupils with SEN mean that pupils achieve well, with significant numbers achieving the nationally expected levels in Key Stage 2. For the higher attainers, levels of attainment are at least satisfactory. The school continues to work to develop these standards and more is planned to give these pupils specific individual plans to enhance their achievements. Teaching in literacy, numeracy and ICT makes useful contributions to learning in other subjects and therefore to the standards



achieved. The school has clearly analysed the standards that pupils achieve and has developed good strategies to make further improvements possible.

**Standards in national tests at the end of Year 2 – average point scores in 2002**

Standards in:	School results	National results
Reading	17.2 (16.0)	15.8 (15.7)
Writing	14.8 (13.5)	14.4 (14.3)
Mathematics	17.4 (16.0)	16.5 (16.2)

*There were 55 pupils in the year group. Figures in brackets are for the previous year*

**Standards in national tests at the end of Year 6 – average point scores in 2002**

Standards in:	School results	National results
English	26.4 (30.2)	27 (27)
Mathematics	27.8 (30.0 )	26.7 (26.6)
Science	28.8 (30.5)	28.3 (28.3)

*There were 40 pupils in the year group. Figures in brackets are for the previous year*

**Pupils’ attitudes, values and other personal qualities**

Pupils’ very positive attitudes to learning and very good behaviour have a strong influence on the pace of learning and the standards achieved. Pupils really enjoy school and this is reflected in good attendance and punctuality.

**Main strengths and weaknesses**

- Pupils are enthusiastic about school and committed to their learning;
- Pupils behave very well throughout the school day;
- This is a very inclusive school where relationships are very good;
- Pupils respond very well to opportunities to be independent, make their own decisions, and take responsibility.

**Commentary**

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.0
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

6. There is a buzz of excitement as pupils arrive in the mornings. Pupils organise themselves quickly and are keen to get on with the day’s activities. Although reception children have only been in school for a few weeks, they are already totally comfortable with class routines, leaving their parents with confidence, ready to join their friends in work and play.

7. Pupils listen carefully to teachers’ clear explanations and are keen to answer questions and contribute to discussions. They maintain concentration well and become fully engaged in the interesting and stimulating activities organised for them. In a reception class thinking skills session, almost all children had a question about the unusual story read to them. Very good work habits have

been established across the school. Pupils organise themselves quickly to complete individual or group work and produce a good amount of work in the time given. Sensitive support and activities, well matched to needs, ensure that pupils with SEN are as keen to learn and progress as all other pupils.

8. As a result of teachers' high expectations, encouragement and praise pupils behave extremely well during lessons. Pupils display a great deal of self-discipline and rarely is there a need to address inappropriate behaviour, which means all class time can be devoted to learning. Pupils appreciate the very well maintained and stimulating environment provided for them. They move around the school calmly and with respect for property and resources. Pupils are free from racism, harassment or bullying behaviour. There are procedures in place to deal with, and record, incidents, if they do occur. There has only been one fixed-term exclusion in the last year.

9. The high quality of relationships was illustrated well during the creative arts' afternoon when pupils from across Years 1 to 6 worked together productively on a variety of activities. Older pupils help and support younger ones and are constructive and sensitive when evaluating each other's work. Adults provide excellent role models in relationships across the school.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	312	1	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	3	0	0
Black or Black British – Caribbean	2	0	0
Chinese	2	0	0
No ethnic group recorded	27	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

10. Pupils' spiritual development is good and their social, moral and cultural development is very good throughout the school. This shows good improvement since the previous inspection.

11. Religious education (RE) makes a good contribution to pupils' spiritual, moral, social and cultural development through a range of Christian and multi-faith studies. Pupils demonstrate in their work and in discussions that they are developing good spiritual awareness, very good social attitudes, strong moral values and very good cultural development.

12. Lesson observations showed that good contributions were made to spiritual, moral, social and cultural development across the curriculum. During the weekly creative arts' afternoon pupils of different ages demonstrated very good support and consideration for each other and worked well together.

13. A key issue from the last inspection, to develop provision for spiritual development in collective worship, has been fully addressed. Collective worship starts with a candle burning in a calm atmosphere, includes quiet times for reflection and Christian prayers linked to assembly themes, and provides a good basis for the development of pupils' values and attitudes.

14. Pupils demonstrate that they understand very well the principles of right and wrong and are keen to support those with difficulties or disabilities. They show that they respect their own and others' cultural traditions when visitors come. Through the work of the school council, pupils know that their views are valued and show a very good understanding of community responsibilities.

15. The school's work towards International School status and global links provide relevant opportunities for studying other cultures and societies. A newly appointed co-ordinator aims to develop more local community links.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good all round standard of education.

### Teaching and learning

The quality of teaching is much improved since the last inspection and throughout the school is now good. In over one in four lessons teaching is very good.

### Main strengths and weaknesses

- Good planning and assessment ensures teachers build on what pupils already know and can do;
- Support staff make a very strong contribution to the quality of teaching, especially for pupils with SEN;
- Teachers make learning objectives clear so pupils understand how what they are doing will help them;
- Relationships are very good throughout;
- Very good questioning promotes good and very good learning;
- Teachers are prepared to listen to pupils;
- Staff manage mixed age and ability classes well;
- Good use is being made of information from assessment to set targets and measure pupils' progress;
- Teachers are keen to develop their own skills and expertise;
- The teaching of literacy, numeracy, science, ICT and reception children, is consistently good, and often better;
- The pace of a minority of lessons is too slow.

### Commentary

#### *Summary of teaching observed during the inspection in 65 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	18 (27.8%)	32 (49.2%)	14 (21.5%)	1 (1.5%)	0 (0%)	0 (0%)

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

16. Big improvements to planning and assessment have ensured that learning objectives are relevant and clear. Expectations are high and staff provide challenging opportunities for different abilities and ages when in the same class.

17. Support for the above average proportion of pupils with SEN is good and for those with statements it is very good. The contribution of learning support assistants (LSAs) and nursery nurses is very effective in helping pupils to achieve well. LSAs are well aware of pupils' individual targets and, especially in reception and literacy and numeracy sessions, keep good records of pupils' performance so as to measure progress.

18. The school's very good ethos is underpinned by very good relationships and the very strong commitment of the staff to raising and maintaining standards. Teachers and support staff make an excellent team, communicating very effectively to ensure consistency. This works very well in the management of behaviour which is, as a result, very good. A very high percentage of pupils replying to the Ofsted questionnaire indicated that they have confidence in staff. There is a strong atmosphere of trust, and observations confirm that pupils are listened to. They are not afraid to make mistakes and this has a very good impact on learning.

19. All teachers were observed teaching unannounced on a variety of occasions. All teachers had good lessons and ten very good. For five teachers lessons were never less than good. This strong profile is an undoubted strength of the school and has a marked effect on how well pupils achieve. The above average standards common throughout not only in subjects but in pupils' personal development, are the direct result of the quality of teaching.

20. A clear strength in teaching is in perceptive questioning where staff seek to include pupils of all abilities and ethnic groups in discussions and prompt answers based on reasoning. The school's recent emphasis on encouraging 'thinking' and developing pupils' *emotional intelligence* is very effective in maintaining standards and enhancing pupils' personal development.

21. In reception, where two teachers are in their first year of teaching, more experienced staff set an excellent example and together as a team they have improved provision to meet the requirements of the Foundation Stage and give children a very good introduction to school life.

22. Teaching has been systematically improved through:

- Good monitoring that identifies strengths and weaknesses both of the individual and the staff as a whole. This very effectively drives in-service work: for example in ICT to raise confidence and expertise, and keep staff abreast of new initiatives;
- Much better use of assessment data: for example following disappointing SATs results in Year 6 in 2002 detailed analysis and evaluation resulted in substantially better, above average scores in 2003, especially improved for more able pupils.

23. That almost 28% of lessons were judged as very good in this inspection against a new and more rigorous set of criteria, compared with only 4% in 1998, is a measure of how teaching is now much more effective.

## **The curriculum**

There has been good improvement in the curriculum since the last inspection and the school provides a broad and balanced curriculum, based on creativity and innovation.

## **Main strengths and weaknesses**

- The provision for the curriculum is good;
- The school now has satisfactory resources for physical development;
- Provision for special educational needs is very good;
- The provision for extracurricular activities is very good;
- Homework is now satisfactory;
- Library provision is inadequate.

## **Commentary**

24. The key issue to improve resources for physical development has been addressed and now is satisfactory. There is a whole school emphasis on *emotional intelligence* and thinking skills and these foci were recognised many times during the inspection. As a result pupils felt secure and understood that the way they feel has an effect on their ability to learn.

25. The school has received the Basic Skills quality mark for literacy and numeracy being applied effectively in other curricular areas. The school has effective strategies for teaching literacy and numeracy and this has a positive impact on the standards of achievement throughout the school. The curriculum is well planned and as a consequence lessons are focused and teachers' subject knowledge is good. The school has a number of mixed age classes; good planning and work set at appropriate levels enable the successful management in these classes in meeting the differing learning needs of pupils. There is a consistent approach from staff, centring on strong teamwork and an innovative approach to the curriculum. The inclusion of the creative arts' afternoon, where pupils are taught in mixed age groups encompassing, drama, the performing arts, music, design and technology (DT), ICT and differing aspects of the art curriculum, illustrate this effectively.

26. The provision for SEN in the school is very good and this has improved since the last inspection. The co-ordinator for SEN is well supported and provides suitable leadership, working with the previous co-ordinator. Teachers have a well developed understanding of pupils' needs and the effective use of learning support assistants has a significant impact on pupils' learning. SEN children make very good progress due to the effective deployment of resources and an understanding of how they best learn.

27. The curriculum is enhanced appropriately by the inclusion of a number of annual events including: literacy and numeracy days, a science fayre, school trips, a Year 6 school journey, and visits from local ministers. These support the curriculum well and provide a diversity of approach that has a positive effect on pupils' learning.

28. Evidence from the inspection illustrates that the provision for homework is satisfactory. Pupils get homework in literacy and numeracy each week, which is marked and kept in a folder. Pupils feel that the amount and type of homework given is fair and they recognise the contribution homework makes to their learning.

29. The provision of extracurricular activities is very good with both sports and non-sports clubs on four nights a week, covering both key stages. The quality of provision is of a very good standard as illustrated by song club where children were beginning the process of writing their own songs.

30. The school is well resourced with good ICT facilities. However, there is no proper library and this has a negative impact on the whole curriculum. This is an area of development that the school recognises.

### **Care, guidance and support**

There is very good provision for the welfare, health and safety and protection of all pupils. Pupils receive good support, advice and guidance from all adults who know them well and treat them as individuals. There are very good opportunities for pupils to express their views.

### **Main strengths and weaknesses**

- Very effective induction procedures ensure children make a very good start to full-time schooling;
- Pupils are very well cared for during the school day;
- Innovative strategies promote pupils' understanding of their own learning needs;
- Very good use of targets based on thorough assessment procedures help pupils to improve their work;
- Pupils have a real voice in decisions which affect school life and their learning.

### **Commentary**

31. Pupils are sensitively introduced to the routines and structure of the school day. The caring and supportive approach of the adults who teach and care for them lay the foundations for happy and productive learning. Parents recognise that the school encourages their children to become mature

and independent as they move through the school, which means pupils are well prepared and confident to move to their next stage of learning.

32. Good attention is paid to matters of health and safety. Staff receive regular child protection training and all requirements are met in this regard. Very good care is taken of pupils who hurt themselves during the school day or need special medical care. Pupils are very well supervised at lunchtimes. A healthy lifestyle is promoted by allowing only healthy snacks at break-time and encouragement to drink fresh water throughout the school day.

33. Great care is taken to meet the needs of individuals. Innovative strategies have been introduced which focus on developing pupils' awareness of their own feelings and emotions and how they learn best. Pupils are given the opportunity to make choices, such as where they sit, to aid their own learning. They know how well they are learning and progressing by the frequent review of learning objectives during lessons. They are fully aware of their literacy and numeracy targets. Older pupils in particular know that by working on and attaining the targets set for them they will be improving the standard of their work.

34. School and class councils were only introduced last year, but they are already well established and part of school life. Pupils are excited about the opportunity to represent their class friends and be involved in a process where they can see the results of their ideas and actions. In all contexts pupils are listened to and their views and opinions valued by adults. Class rules are discussed and decided upon by pupils.

### **Partnership with parents, other schools and the community**

The school has established a good partnership with the vast majority of parents. Links with the community and other schools are good.

### **Main strengths and weaknesses**

- Exciting international and business links are being developed;
- Parents are provided with very good quality information;
- The vast majority of parents have positive views about the work of the school;
- There is a small minority of parents who feel the school does not seek and respond to their views and suggestions;
- Good links with the community and other schools benefit pupils' learning.

### **Commentary**

35. The school works hard to ensure parents are provided with comprehensive information about the school's activities, philosophies and pupils' progress. Good newsletters are sent home regularly and information on policies and procedures is available in the front entrance hall. The school's website is available to parents who can access the Internet either at home or by using the school's ICT facilities. Parents feel well informed about their child's progress. Information provided in annual reports and at consultation meetings ensures parents have a full understanding of their child's level of attainment and progress. Parents particularly appreciate the openness of the school and feel comfortable about approaching teachers at the end of the school day if they want further information.

36. Pupils' learning benefits from the additional resources and facilities provided by monies raised by the very active Friends' Association. Although only a small number of parents help in school regularly, parents do support school events well. Parents are encouraged to support their child's learning and receive helpful guidance to help them do this effectively.

37. It is a while now since the school formally surveyed parents' views but it does encourage parents to come into school to seek further information, raise concerns or discuss issues which affect their child's education. There is an area on the school's website for parents to post messages.

38. The school works with other schools in the area and provides placements for work experience and trainee teacher students. Visitors from the local community and further afield, for example Japan and Saudi Arabia, are used well to enrich the curriculum. Pupils' art work is displayed in the local library as part of the Bradley Stoke Arts Project. Teachers' visits to schools overseas are providing the platform for developing links across the world.

## **LEADERSHIP AND MANAGEMENT**

The headteacher and senior staff provide very good leadership and management of the school. They are well supported by the governing body. The governance of the school is good.

### **Main strengths and weaknesses**

- The school is committed to inclusion, and concern for each pupil's individual needs is excellent;
- The headteacher has enabled the growth and development of an able and effective teaching team;
- Other key staff have a clear shared vision for the school's development and high aspirations for pupils' achievement;
- The school is self evaluative and uses its findings in an effective manner;
- Whilst the governing body is supportive its corporate awareness of the school's strengths and weaknesses and ability to challenge appropriately could be still further developed.

### **Commentary**

39. The governing body fulfils its statutory role and is providing the headteacher and senior staff with good support. It actively participates in financial management, building provision, school development planning and monitoring. Members are regularly informed by subject co-ordinators of curriculum developments. Their commitment to their own further training as governors is good. Some governors appreciate that they could visit the school more frequently when it is in session.

40. The very good leadership provided by the head and other staff with responsibility has been instrumental in building a committed, effective, whole school team. This team has a shared sense of purpose in continuing to raise pupils' achievement. The deputy headteacher currently acts as head for two days a week. He and other members of the management team share a vision for the school's ethos and effectively enhance the management and leadership of the school. Innovative ideas are welcomed and discussed, with pupils' well-being and progress being paramount. The recent focus on *emotional intelligence* and the emergence of a creative arts' afternoon are both examples of effective innovations in the school, developed through clear strategic planning. Staff are self evaluative and clear thinking. A very strong feature of the leadership of the school is the professional role models which leaders provide for other staff and pupils. Each individual is treated with respect and concern. Pupils' ideas are listened to carefully and emotional and social awareness well developed. Staff feel their contributions are valued and a whole school purposeful ethos has been successfully developed.

41. A very strong feature of the management of the school is the embedded culture of monitoring data to identify areas of pupils' learning requiring development, and taking effective action to achieve this. This is part of the school's self evaluative ethos which has enabled the school to develop both continuously and successfully. The continuing professional development of staff is actively encouraged. Staff performance management including that of the headteacher is effectively managed, with teacher targets for development feeding into planned training opportunities. The deputy head is an effective mentor for newly qualified teachers and he, with other senior non teaching staff, effectively inducts new members into the school's team. All learning support staff are well deployed to support teachers in raising pupils' achievement. The governing body has provided good management of finance and buildings through its committees. Monitoring and setting of the budget is competently achieved. The administrative officer is giving very good support in providing details of school budget expenditure to the head and governing body. She provides details of the expenditure on the standards fund to the deputy head who monitors this. The relatively high carry

forward of last year was a prudent measure to preserve staffing until 2004 when the school will increase its intake. The principles of best value are appropriately applied to financial matters by the governing body and the school gives good, and improved, value for money.

42. Some parents had expressed the view that mixed age classes were a barrier to raising achievement. The inspection team found that, with the good standard of teaching in these classes parental fears are unfounded.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	813011
Total expenditure	816410
Expenditure per pupil	2255

Balances (£)	
Balance from previous year	40219
Balance carried forward to the next	57629



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for the Foundation Stage is **good** and still improving. The vast majority of children are on line to reach the goals expected of them before they complete reception. Teaching is good and frequently better with strong contributions from nursery nurses and volunteers.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- There are plenty of opportunities designed to get children to share and take turns;
- Children are expected to make choices and show independence.

#### **Commentary**

43. In a very short space of time children have become familiar with the routines of school and have been shown the importance of considering others. In both play and work activities they are encouraged to take turns and share: for example in maths activities such as snakes and ladders and in playground games like 'The farmer's in his den', and are beginning to relate very well to each other.

44. Very good planning and teaching creates opportunities for children to choose which play activities they will be involved in and to take some responsibility for getting themselves organised: for example in undressing for PE.

45. The quality of relationships throughout reception is very good and children's attitudes and behaviour are of high standards. Children are interested and their concentration is very good.

46. There is excellent consideration of children's emotional development, helping children to understand and cope with how they feel. This has a very positive impact on the very good standard of behaviour and very good ethos in both reception classes.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

#### **Main strengths and weaknesses**

- Children achieve well because teaching is good;
- Skills of speaking, listening, reading and writing are well taught.

#### **Commentary**

47. There is good planning to help children develop communication skills. Very good consideration of listening has very positive effects on learning, with children appreciating that staff will in turn listen to them. Children only in school for a few days full time are already very confident in staff and most are beginning to join in discussions and speak about their news and prized possessions. In a very good circle time activity a boy showed his watch to the class and children asked him very sensible questions focusing on the cue words they had learnt the day before.

48. Children are emerging as readers and writers because teaching is good. Phonic skills (sounding out) are introduced at an early stage and all efforts to record thoughts and ideas on paper are very strongly encouraged. Before they leave reception all children can write simple sentences. More able children are reading familiar stories fluently and developing strategies to make sense of new words.

49. Children achieve well, many from a very low starting point.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Numeracy skills are effectively taught;
- Very good displays stimulate children's interest;
- Mathematical development is well planned for.

### **Commentary**

50. Good teaching ensures that children have lots of practical maths activities to foster their understanding. Sorting and counting games and the use of comparative terms such as 'heavier' and 'smaller than', challenge children to explore numbers, shape and measures. Very good displays with clear maths themes attract children's attention and help to ensure that they recognise numbers. Before they leave reception children can count confidently to 20 and some beyond and have a good knowledge of simple number facts up to ten. Children have begun simple addition and subtraction

51. Staff are well aware of the stepping stones of the maths Foundation Stage curriculum and plan and manage activities carefully to ensure that all children gain essential experience. As a result children make good progress in learning and achieve well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Planning to encourage children to find out about, and reflect upon, the world around them is good;
- Opportunities to use computers are good and children's achievement is very good.

### **Commentary**

52. Good planning and teaching successfully gives children valuable experience of finding out and appreciating, using their senses and developing skills to explore and respond to the world around them: for example in using different size and shape construction sets to build models, and in role play 'at the doctors'. Children respond very well and make good progress in understanding.

53. Particularly good use is made of computers and listening stations to promote literacy and numeracy. Children are able to control programs such as 'dressing teddy' with rapidly improving keyboard and mouse skills. Excellent use is made of the very good ICT suite to introduce children to the potential of technology. In a very effective lesson children were observed manipulating a paint program to create their own pictures by varying colour, shape and size. Their achievement and response were excellent.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- There are good opportunities for children to develop fine skills such as cutting and sticking;
- Good use is made of the hall and improved designated outdoor space to help develop skills of balancing and climbing;
- Excellent use of nursery nurse staff and volunteers supports physical activity very effectively.

### **Commentary**

54. This area was not a main focus of the inspection, but observation and school records show that there is appropriate consideration of fine and gross physical skills. In making and outdoor play and PE activities children develop a sound awareness of space and their own potential. Children are learning how to control their bodies and how to improve their skills: for example in throwing and catching games.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children are successfully encouraged to express themselves in art, music and role play;
- The school knows that they need a wider range and greater quantity of collected materials for children to choose from when involved in making activities.

### **Commentary**

55. A good range of activities is provided where children can draw, paint, make and use percussion instruments to perform and express themselves. The lack of a collection of materials for children to choose from to use in creative activities has already been identified as an area for development.

56. Children's efforts are valued by staff in excellent displays and children are encouraged to appreciate and evaluate their own work and that of others. This has very positive effects on communication skills as well as creativity. There is strong emphasis on using and mixing colours and experimenting with different media as well as acting out situations in role play. Children sing songs and rhymes enthusiastically from memory and enjoy putting actions to words. They achieve well in this area of development because teaching is good.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

#### English

Provision in English is **good** throughout the school. Standards in reading and writing overall, despite a fall in 2002, are now above expected standards once more. Standards throughout the school in speaking and listening exhibit many very good characteristics. Pupils with special educational needs receive very good teaching and support from all staff and achieve well.

#### Main strengths and weaknesses

- Use of assessment to inform planning and target setting is consistently good;
- Pupils articulate ideas and listen to teachers and each others' ideas very well in lessons;
- Standards in all areas of the subject have improved;
- Teaching is good and sometimes very good;
- LSAs make a strong contribution to teaching;
- Despite very good teaching of varied and extended writing skills, pupils have restricted opportunities to demonstrate individual expertise in this area;
- Library provision remains unsatisfactory.

#### Commentary

57. The concentration of teaching on pupils' writing skills is having a positive effect in raising standards. Other work, for example the development of thinking skills, and more peer group discussion, is leading to standards in both speaking and listening being very good in all ages taught. Central to this raising of standards has been the use of thorough and detailed assessment procedures. These result in very good planned lessons and individual targets for improvement for each pupil. They are colourfully displayed on literacy boards in classrooms. When pupils come to different classrooms to work in literacy sets their targets are clearly marked for them. This, coupled with constant reinforcement of learning objectives during lessons, is leading to the school's high and improving standards in all aspects of language work. Whilst standards in reading are very good, a small minority of pupils are reluctant readers. The 'reading conferences' are held only three times a year with older age pupils and this leads to these pupils, and those who have just become independent readers, not being monitored closely enough to ensure their continued development.

58. Pupils clearly demonstrate their knowledge of writing extended sentences and stories, and many write to a high standard using word processing. Their work engaged the reader's interest whilst using sophisticated grammar and punctuation skills. The 'first of the month' books show the very good progress pupils make in their writing and their ability to write well. However, opportunities to consolidate these skills and to demonstrate good presentation, handwriting and individual achievement, are too restricted.

59. Teaching in English is good throughout the school with a significant proportion of very good teaching in all age ranges. Good attention is paid to the development of phonics and writing skills. Pupils respond to very good teaching with sustained interest. All pupils achieve well and are fully included in English lessons. Lessons have challenging tasks which ensure achievement. This is especially so with lower achieving pupils. Lessons for them often set difficult challenges which very skilful teaching and insistence on sustained effort ensure pupils meet with success.

60. Pupils' positive attitudes towards their work, combined with good teaching and good support provided by well informed teaching assistants ensures good learning is taking place. Well planned lessons build successfully on pupils' previous knowledge. Pupils contribute well to improving their learning by clearly articulating questions: for example searching questions written on a question tree, and ideas in groups, in pairs and in whole class sessions. Aspects of speaking and listening are very good.

61. The subject is well led by an able co-ordinator. She has carefully promoted assessment in the subject and has led to its effective use in teaching. Her planned areas for development, especially the continuing development of writing skills, are appropriate. The interactive whiteboard and other aspects of technology are well used to support literacy teaching.

62. The school had no Year 6 pupils at the last inspection but standards at Year 2 were satisfactory. Inspection evidence indicates that standards are good overall which reflects good improvement.

### **Language and literacy across the curriculum**

63. Whilst the subject contributes well to other areas of the curriculum, the inadequate library facilities at present prevent pupils from developing reading ability and research skills through wider use of fiction and non fiction materials. Pupils do not use the existing library regularly to research for information in many subjects.

## **MATHEMATICS**

The provision in mathematics has improved since the last inspection and is now **good**.

### **Main strengths and weaknesses**

- The teaching and learning of mathematics has improved since the last inspection and is now good;
- Standards in both key stages are good;
- Achievement is good and very good for SEN children;
- Using and applying mathematics has improved since the last inspection and is now satisfactory. However, this continues to be an area of development for the school;
- The use of ICT to support class based maths lessons is an area of development.

### **Commentary**

64. The standards achieved by pupils were above the national average at the end of both key stages in 2003. This represents a significant improvement on the results for 2002, which were adversely affected by the high proportion of SEN in Year 6 at that time.

65. In Years 1 and 2 pupils develop a good understanding of the number system with a good mental recall of number facts. This is achieved by an emphasis on regular practice in lessons and enthusiastic teaching. By the end of Year 2 children have a good mental recall of multiplication facts and number bonds. They develop a secure understanding of place value and this enables them to make clear calculations in a variety of contexts including vertically recording their work. Pupils can recognise and name common two and three-dimensional shapes and give an accurate description of their attributes. For example, in one observed lesson the pupils were precise in their description of three-dimensional shapes using the correct mathematical language.

66. In Years 3 to 6 there is a consistent approach to maths and a continued emphasis on the acquisition of effective and quick methods of mental calculations. Pupils can draw and interpret graphs, plot co-ordinates in all four quadrants and estimate and measure accurately. The balance of the maths curriculum is good and pupils achieve satisfactorily in using and applying mathematics while achievement in all other areas is good. This is a result of good teaching and positive pupil attitudes to the subject. Pupils are encouraged to be independent learners regardless of ability. SEN pupils receive very good support and their achievement is very good and this is an improvement since the previous inspection. A significant amount of SEN pupils achieved the national expectation in 2003 tests.

67. The quality of teaching of maths is good throughout the school with the effective use of resources a key feature. As a result pupils can make use of their skills allowing greater exploration and understanding. A feature of all observed lessons was pupils' self assessment. This allowed teachers to focus in on areas of difficulty and clarify concepts for pupils so as to reinforce understanding. Lessons are well planned with work set at appropriate levels. There is very good use of support staff who are very well briefed. Teachers have high expectations of pupils and as a result lessons are interesting with good pace and good plenary sessions. Relationships are very good and this supports the learning atmosphere in lessons. The use of homework to support learning is satisfactory and children regularly take home maths games.

68. There are good procedures in place for pupils to make progress in mathematics; these include regular assessments, focused targets and learning surgeries that help individual pupils who have difficulty with particular concepts.

69. The subject is well led and managed. The co-ordinator monitors the subject effectively and is well supported by the headteacher. The area of using and applying mathematics needs further development, as does the use of class based ICT to support learning.

### **Mathematics across the curriculum**

70. Maths is used effectively to support other curriculum areas. Pupils are actively encouraged to use thinking skills to apply mathematical knowledge to other curriculum areas. For example, in one observed geography lesson pupils were able to use co-ordinates with reference to map work.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards in science are good, with pupils making good progress;
- The school's focus on investigative and practical work in science is good and shows very good levels of improvement since the last inspection;
- In order to raise standards further the school should maintain its analysis of work in science throughout the school and continue with the focus on investigative and practical work.

### **Commentary**

71. At the time of the last inspection, standards in science met national expectations, although at that time there was no data for pupils in Year 6. Over the last five years standards in science at the end of Key Stage 2 have improved steadily, except for 2002 when the year group had a substantial number of pupils with special educational needs and had been subject to higher than normal mobility. However, this group were still achieving levels above national expectations but their performance was not so good when compared with similar schools. In 2003 pupils' performance was substantially better than in previous years with a much higher proportion of pupils gaining higher levels. This indicates good achievement.

72. Only two lessons were observed, discussions were held with pupils and work was analysed from all year groups in the school. This combined analysis confirmed the good standards and demonstrated the good teaching that has enabled improvements in the subject. All sources of evidence displayed the school's commitment to a practical approach to the subject. In a Year 6 class pupils were given the resources to construct an electrical circuit that could light two bulbs independently. The lesson was structured to enable real learning by practical activity as opposed to following instructions. This learning was then confirmed in the final section of the lesson as the class teacher helped the pupils draw their own conclusions. This style of learning is found in the analysis of pupils' work. Written work showed the emphasis on prediction and fair testing where appropriate, the conclusions drawn by pupils demonstrated the thinking behind their work, and pertinent written

teachers' comments reinforced the learning. In discussion pupils used a wide range of scientific vocabulary and talked in depth about the processes for setting up an investigation, making predictions, fair testing and evaluating outcomes.

73. The co-ordinator has a clear picture of standards in science and a good understanding of the need to monitor and develop the subject. This is done through a variety of management techniques: observing lessons, conducting surveys of pupils' work and thorough analysis of trends in performance. The analysis has shown that teaching styles are well matched to the different learning styles of children, and these learning styles are prioritised in the effective planning that class teachers undertake. Overall the management of the subject is good and the clear detailing of areas for future development of the subject typifies the sound leadership. Teaching in numeracy and literacy contribute to the effect of the work undertaken in science. More use could be made of ICT.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**. Considerable improvements since the last inspection in planning and resources continue to have very positive effects.

### **Main strengths and weaknesses**

- Standards are above national expectations, notably for pupils in Years 2 and 6;
- Resources in the ICT suite are very good;
- Planning to support the subject is very good;
- Initiatives to raise and maintain teachers' expertise are good;
- There is still more to do to develop the use of ICT to support other subjects.

### **Commentary**

74. Standards have been raised to above expectations by good, and at times very good, teaching (especially in reception and Year 6) based on good planning and very good subject leadership. The vision of the joint co-ordinators keeps provision up with changes in technology and ensures that all elements of the curriculum are fully covered. Very good action planning is leading to yet further improvements to already very good resources and much improved staff expertise.

75. Very good use is made of the suite to provide discrete ICT lessons and to enhance literacy sessions. There are well considered extension activities to challenge more able pupils. Care is taken to ensure that all pupils are fully included in all activities and that all have lots of hands-on experience. Clear records based on regular assessments of how well pupils have performed are used to track progress. As a result pupils are well supported and their achievement is good. For example, Year 6 pupils of all abilities do well in developing multimedia presentations and learning to use PowerPoint, in addition to learning more basic skills of word processing and using spreadsheets.

76. The school is aware that having centralised resources and very successfully improved pupils' competence there is a need to improve resources in classrooms and use these as a focus for yet more support for other subjects. Very recent improvements to resources in the form of wireless laptops are set to further enhance the subject.

77. Especially notable features are the popular ICT club where pupils have safe access to the Internet, very good work on animation skills during creative arts' afternoons, and the school's very good website. Throughout the school staff set a very good example in their use of ICT for planning, display and analysing data. Appropriate use is made of technology other than computers such as digital cameras and audio equipment. Laptops support SEN work well.

## **Information and communication technology across the curriculum**

78. Now that pupils' basic skills are secure, the school is aware of the need to use ICT more effectively as a natural part of support for other subjects. Planning and improvements to resources are in hand to promote this. Research using CD ROM and the Internet is having positive effects on work in subjects such as geography and history, and developments in data handling are benefiting maths and science.

## **HUMANITIES**

Four lessons were seen in history during the inspection, two in geography and one in religious education. There have been good improvements to planning in this curriculum area in the last year designed to provide work for mixed age classes and take on board the recommendations of the Qualification and Curriculum Authority (QCA) schemes of work and the locally agreed syllabus for religious education (RE). This has been as a result of improvements to co-ordination. The school is aware that there is more to do to improve resources, the use of ICT, and assessment, although some good moves are in hand.

## **GEOGRAPHY**

Provision in geography is **good** with some very good features throughout the school. Standards and achievement are above national expectations in Key Stage 2 and well above in Key Stage 1. Teaching, learning and pupils' attitudes are very good across both key stages. This is a considerable improvement since the last inspection.

### **Main strengths and weaknesses**

- Teaching, learning and pupils' attitudes are very good;
- Improvement in geography provision since the last inspection is very good;
- International links across a range of countries and continents are very good, and the school could make further use of these links for geographical studies;
- There are no planned assessment tasks linked to the scheme of work.

### **Commentary**

79. Teaching and learning in both geography lessons observed was very good. In Year 1 the teacher was familiarising her pupils with the customs of Sri Lanka using a video of dancing and music to focus pupils' attention on cultural differences. She demonstrated very good subject knowledge. Pupils re-enacted the music and dance with a Sri Lankan puppet and drum, with others beating and swaying to the rhythm, making very good use of all learning styles and involving all pupils. The teacher made the lesson fun and pupils showed very good attitudes, demonstrating very good subject knowledge from previous learning and making highly effective use of the very good resources made available to them.

80. In a very good Years 4 and 5 lesson on connections between settlements, pupils used four-figure grid references with very good skill to illustrate their findings from a good range of detailed maps. Pupils sustained concentrated efforts throughout the lesson, demonstrating a good understanding of geographical patterns relating to settlements and a good sense of location. Tasks set by the teacher were both challenging and engaging, ensuring very good attitudes towards learning and very high standards of work. Discussion in the lesson was very good and reflected a growing understanding of historical geography.

81. Pupils in Year 2 had completed work on a wide range of geographical themes. There was some good comparative work contrasting physical features and transport in Bristol with those of a remote island. However, careless presentation in Years 1 and 2 mars the quality of some finished work. Pupils in Year 6 are able to demonstrate a very high standard of learning in mind-maps relating to their current study unit of mountains. A range of articles written in the style of different



newspapers about the effects of cliff erosion on coastal settlements demonstrates a very good understanding of geographical processes and environmental change. All pupils, including those with special educational needs, make good progress.

## HISTORY

Provision in history is **satisfactory** throughout the school. Standards are at least in line with national expectations. Teaching and learning are satisfactory in Years 1 and 2 and are good in Years 3 to 6.

### Main strengths and weaknesses

- Pupils have good attitudes to the learning of history throughout the school;
- Teachers use effective questioning which encourages good development of investigation skills and reflective responses;
- A budget allocation in this subject, together with better access to good library resources, would enable more effective provision;
- The history co-ordinator needs opportunities to observe teaching and learning;
- There are no planned assessment tasks linked to the scheme of work.

### Commentary

82. Achievement in history is at least satisfactory. History is taught regularly, in modules, and pupils' attitudes to the learning of history are good throughout the school. This is an improvement since the last inspection, when very little history was taught at Key Stage 2. All pupils, including those with special educational needs, make at least satisfactory progress, and higher achievers make good progress at Key Stage 1. Work was planned according to ability in the one observed lesson.

83. Good teaching in a Key Stage 2 lesson featured the investigation of the portraits of Henry VIII to interpret his appearance and characteristics over time. Very good teacher-pupil relationships were evident in this lesson and very effective questioning resulted in very attentive and highly motivated pupils. The teacher had good subject knowledge and used primary sources well. Pupils made good progress and demonstrated good literacy skills in exploring historical questions. They demonstrated good factual knowledge and a sense of chronology. Pupils with special educational needs were well supported and managed by their learning support assistant. Pupils worked co-operatively and valued each others' views, demonstrating good mutual support and achieving well.

84. Lesson observations, together with analysis of pupils' work and discussion with the co-ordinator, indicate that coverage of the history curriculum is satisfactory throughout the school. Presentation of work is satisfactory and teachers' marking is effective. Pupils in Year 2 had completed some thoughtful work on the theme of 'life-changes'. They had enjoyed learning about the Fire of London and gave good responses when imagining how Florence Nightingale would describe herself, demonstrating some understanding of the context in which she lived. There were some lively Key Stage 2 displays focusing on Viking settlements and the Tudors, including some beautifully made Tudor houses. In Year 6 pupils have undertaken some good in-depth research on their own choice of biographies.

85. The enthusiastic and competent history co-ordinator takes an effective lead in the subject. She is keen to promote learning through the use of artefacts. She monitors teachers' planning and talks to pupils about their learning, but is not able to observe history lessons across the school. She provides support for staff when appropriate.

## RELIGIOUS EDUCATION

Provision in religious education is **broadly satisfactory** and is **good** in the Foundation Stage.

### Main strengths and weaknesses

- Standards are above the expectations of the locally agreed syllabus in the Foundation Stage and at the end of Year 6;
- Attainment and teaching are good in the Foundation Stage;
- There is good presentation of pupils' work throughout the school;
- Resources need to be strengthened, especially CD ROMS;
- Planned assessment tasks need to be disseminated and implemented across the school.

## Commentary

86. Only one religious education lesson took place during the inspection. Pupils' work and curriculum planning were analysed. Discussions took place with pupils and the subject co-ordinator. All the evidence indicates that the satisfactory standards of the previous inspection have been maintained.

87. Standards at the ends of both key stages are in line with the expectations of the locally agreed syllabus, with strengths for pupils aged eleven. Teaching and learning are satisfactory at both key stages. The teaching of religious education makes an effective contribution to spiritual, moral, social and cultural development across the school. There is good presentation of pupils' work throughout.

88. In the Foundation Stage, where learning, standards and attainment are good, sensitive retelling of the Hindu 'Rama and Sita' story shows good understanding, and very good work was seen on the topic of 'special things'.

89. In Years 1 and 2 pupils have studied a variety of themes across Christianity and other faiths, including some very good work in Year 1 on baptism and 'belonging'. Year 2 pupils talked confidently about studying Bible stories and investigating what the Torah says about behaviour.

90. By the age of eleven pupils have gained a good understanding of how faith affects believers' actions. They have studied aspects of all the major religions and can explain the significance of special times such as Lent and Ramadan, religious symbols and sacred books. Year 6 pupils talked reflectively and enthusiastically about their recent study of the Five Pillars of Islam.

91. Pupils in Years 3 and 4 listened and responded attentively during an observed lesson, during which they used the Internet to investigate different faiths in the Bristol area. This lesson had been effectively planned and the pupils' interest was engaged. However, SEN pupils did not have learning tasks planned at their levels. Pupils worked hard and produced satisfactory written results.

92. The new co-ordinator for religious education provides satisfactory support for her colleagues. She is keen to develop new ideas and to strengthen the resource base in her subject. She works hard and keeps her subject knowledge up to date.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### ART AND DESIGN

Provision and standards in art and design are **good** throughout the school with displays being very good.

### Main strengths and weaknesses

- The inclusion of art and design in creative arts' afternoons makes a strong contribution to pupils' personal and social development;
- Standards of teaching and learning are consistently good;
- Planning is clear and effectively matched to pupils' abilities.

## Commentary

93. The four lessons observed, scrutiny of work and interviews with pupils, demonstrate that both standards and achievement in art are good. This is realised by good teaching throughout the school especially evident in the innovative creative arts' afternoon. Lessons in textile collage making, sculpture, and drawing figures in proportion, all revealed that good standards were being achieved by effective teaching and learning.

94. Learning was facilitated by clear plans, well explained to pupils by teachers. Teachers similarly ensured high standards with high expectations of work and behaviour. Resources were well organised and easily accessible by pupils. The activities planned involved all pupils but in some lessons pupils had to wait too long for individual attention and opportunities for older pupils to demonstrate were missed. Despite this the mixing of all ages does provide very good opportunities for the further development of pupils' social awareness and ability to consider others in a mature manner.

95. The subject is temporarily, effectively managed by the deputy head who is laying a firm foundation on which a new co-ordinator may build.

96. Displays throughout the school are striking and imaginative. A feature of displays is that whilst they are visually appealing they support learning most effectively. Many of them inform and question, inviting further research – the display of work relating to the study of the Tudors is one of many good examples of this.

97. Scrutiny of previous work reveals that good standards existed in many areas of art before the implementation of the creative arts' afternoon. Pupils had kept careful sketch books and they remembered a broad curriculum being provided during their time in the school. This included many facets of art work including: Aboriginal art, printing, textile work, portraits and pictures in the style of other artists, using the computer to make pictures and Christmas cards. Pupils view the subject very positively and feel that they make progress.

98. As the subject was judged satisfactory in the last inspection the school has made good progress.

## DESIGN AND TECHNOLOGY

Provision, standards of attainment and pupils' achievement in design and technology are **good** throughout the school.

### Main strengths and weaknesses

- Planning resulting from careful assessment of pupils' needs has positive effects on raising standards;
- Good attention to safety considerations results in appropriate use of tools and materials for construction;
- Tasks with appropriately challenging components result in good standards being attained;
- Pupils take pride in their work and designs.

## Commentary

99. From work actually seen during inspection; the design for winches and execution of the plans show work in Years 1 and 2 to be above expectations. Similarly the models using moving parts constructed by Years 3 and 4 show good techniques and use of materials. In Years 5 and 6 pupils' ability to construct solid frames and produce models using cam mechanisms show good skills.

100. Teaching in design and technology was never less than satisfactory and often good. Assessment of pupils' needs informed planning and ensured the wide age range of pupils in the

teaching groups for the creative arts' afternoons have appropriate tasks. This is instrumental in pupils achieving good standards of work. The LSAs were focused on tasks and gave good support to pupils which in turn assured application to tasks. High expectations of work and behaviour meant high standards were being achieved in all classes and pupils sustained application to their work.

101. The subject makes a strong contribution to the social and personal development of pupils especially in the groups where older pupils assist and provide competent role models for younger ones. Careful and consistent references to safety result in pupils using tools without danger to themselves. Resources are well managed and accessible. The subject is temporarily well led and managed by the deputy head.

102. Pupils have very positive attitudes towards learning and remember with some pride tasks achieved as they have progressed through the school. These include 'junk' monsters in earlier years, sculpture and plasticine models, clay pots, cam modelling, cooking, and designing and evaluating work which continues to be a feature of the subject. All pupils including those with SEN have been well provided for.

103. There was no evidence or recollection of ICT being used to support DT.

104. The criticism in the last report of pupils' lack of opportunity to work collaboratively has been completely overcome. As standards were judged satisfactory in the last report improvements in the subject have been good.

## **MUSIC**

Provision in music continues to be **satisfactory** as it was at the time of the last inspection.

### **Main strengths and weaknesses**

- The music curriculum is balanced and covers the requirements of the National Curriculum;
- The music co-ordinator provides satisfactory leadership for the subject and provides a good model for teaching;
- Pupils' work together collaboratively with an emphasis on creativity;
- Planning with regard to the creative arts' afternoon needs to be closely monitored to ensure that the full range of the music curriculum is covered by all children.

### **Commentary**

105. Pupils' standards are in line with national expectations and pupils achieve as expected. During the inspection only one lesson of music was observed as part of the school's creative arts' afternoon. However the lesson involved pupils from Year 1 to Year 6 working in groups to produce a music tapestry. All the respective elements of the music curriculum were present and the process ended with different groups performing their compositions.

106. The music curriculum was formally planned based on the QCA document with input from the LEA and delivered by class teachers. Since the start of the school's creative arts' afternoons, music has been taught by the music co-ordinator as part of the performing arts section. The planning of music is detailed and as a result the coverage of the subject meets statutory requirements in both key stages. Pupils' progress is at least satisfactory and the music co-ordinator provides a good model that allows pupils to achieve at a satisfactory level.

107. The standard of teaching in the observed lesson was good. Children could follow the teacher's instructions and make changes in volume, pitch and tempo. They were enthusiastic, uninhibited and worked together collaboratively in mixed age and ability groupings. The pupils handled musical instruments with care and played them correctly.

108. Music is used productively in assemblies and children listen and participate. Assemblies have a weekly theme of music from around the world; during the inspection it was “Sukuyaka” by Nydai Nakashina. This use of music supports the music curriculum and adds to the multicultural life of the school.

109. The co-ordinator provides satisfactory leadership for the subject and has clear ideas on its development and the direction of music. As the creative arts’ afternoon is in its infancy the co-ordinator recognises that the provision of music is an area of development for the school. There are satisfactory procedures for assessment and the co-ordinator keeps an up to date portfolio of evidence.

110. Peripatetic music teachers support the overall music curriculum well. Pupils can learn keyboard, violin and clarinet and there is a guitar group as there was at the time of the previous inspection. These elements all add to the emphasis based on the creativity of the music curriculum that is offered. As a result pupils’ attitudes to music are good. The music co-ordinator runs an after school song club where the children are motivated by the chance to write their own songs.

## **PHYSICAL EDUCATION**

Provision in PE is **satisfactory** with clear signs of future improvement.

### **Main strengths and weaknesses**

- Standards are rising because of new initiatives;
- The new initiatives in association with the Sport England School Sports Co-ordinator programme are broadening and strengthening the provision of PE in the school.

### **Commentary**

111. The co-ordinator is already benefiting from the focus provided by the School Sports Co-ordinator programme. PE has high priority in the school development plan, there is effective planning and evaluation and the main curriculum is enriched by well attended after school clubs and initiatives such as the Sports Week in the last academic year.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

112. Provision in personal, social and health education is **satisfactory**. This was not an area of focus for the inspection and there was insufficient evidence to make judgements in detail. However it is clear that the appointment of a co-ordinator and the introduction of a scheme of work which takes good account of personal development, and drugs and alcohol misuse awareness, whilst making appropriate provision for sex education, are positive features.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*