

## **INSPECTION REPORT**

### **CABOT PRIMARY SCHOOL**

St Paul's, Bristol

LEA area: Bristol

Unique reference number: 108992

Headteacher: Mrs C Cadwgan

Lead inspector: Harold Galley

Dates of inspection: 6<sup>th</sup> - 9<sup>th</sup> October 2003

Inspection number: 255693

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

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## 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: 170

School address: Halston Drive  
St Paul's  
Bristol

Postcode: BS2 9JE

Telephone number: 0117 3772630

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Appropriate authority: Governing Body

Name of chair of governors: Ms S Kelly

Date of previous inspection: March 2000

## CHARACTERISTICS OF THE SCHOOL

Cabot Primary is a smaller than average school serving an extremely disadvantaged Education Action Zone area of St. Paul's in Bristol. The school has 170 pupils on roll, of whom over 70 per cent speak English as an additional language, with many of these at the very early stages of speaking English. This figure has increased dramatically since the last inspection. Seventy per cent of pupils are entitled to free school meals, more than three times the national average. About half the pupils have special educational needs, with a high proportion of these having emotional and behavioural problems. Pupil mobility is very high indeed and has increased in recent years. A feature of the school is the very low attendance figures. Last year's attendance places Cabot as the lowest of all the 119 schools in Bristol. Attainment on entry is very low indeed, especially with regard to literacy and social skills.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21313	Harold Galley	Lead inspector	Mathematics, Information and communication technology, History, Geography, Areas of learning for children in the Foundation Stage, Special educational needs.
9487	Frances Hurd	Lay inspector	
21992	Jean Newing	Team inspector	English, Music, Art and design, Design and technology, Personal, Social and Health Education.
27333	Richard Selby	Team inspector	Science, Religious education, Physical education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **good quality of education** for its pupils and gives **good value for money**. Standards are very low but pupils make good progress and achieve well, especially in literacy and numeracy. The school has been transformed as a result of very good leadership by the headteacher, ably supported by all staff. Teaching is good, especially in the Foundation Stage (reception) and Years 3 to 6.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good, and that of key staff is good;
- Provision for pupils' personal, social and health education (PSHE) is excellent;
- The quality of teaching is good;
- Provision for pupils with special educational needs (SEN) is very good and very well led;
- There are very good strategies for involving the community in the life of the school;
- Standards in English and mathematics, although rising, are still too low;
- Teachers' use of information and communication technology (ICT) in subjects across the curriculum is weak;
- Attendance is very low indeed.

There have been remarkable improvements since the last inspection. Teaching has improved significantly and efforts to improve behaviour and the atmosphere for learning have been highly effective.

### STANDARDS ACHIEVED

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

*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.*

The results in this table need to be treated with some caution because of several contextual factors. Attainment on entry to the school is very low indeed. Seventy per cent of pupils speak English as an additional language, with many having arrived recently from Somalia, speaking little or no English. Pupil mobility is very high, with large proportions of pupils leaving and joining throughout the school year. Another key factor impacting on standards is the very low attendance rates, especially for younger pupils. Standards at the end of Year 2 and Year 6 are **very low** in English, mathematics and science. This places the school in the bottom 5 per cent nationally. Although standards remain very low, pupils' progress is **good** in lessons and levels of achievement in English, mathematics and science are **satisfactory** over time. Children **achieve well** in the Foundation Stage with particularly **good progress** in personal, social and emotional development. Despite this good progress, children are well short of achieving the goals expected of this age group when they leave the reception class. Pupils with special educational needs and those who speak English as an additional language are well supported and **achieve as well as their peers**. Pupils' development in personal, social and health education is **excellent**. Pupils' spiritual, moral, social and cultural development is **satisfactory**. Attitudes to learning are **good**. Behaviour has improved significantly and is now **satisfactory**. Attendance is **very low indeed** and punctuality is **poor**.

## QUALITY OF EDUCATION

**The quality of education is good.** Teaching is good overall and there have been significant recent improvements. Teaching in English and mathematics is good. Teaching in the reception class and in Years 3 to 6 is **good**, and is **satisfactory** in Years 1 and 2. The school has been very successful in its efforts to create a positive learning atmosphere in each class. Provision for pupils' personal, social and health education is excellent. Teachers know their pupils very well and make good provision for their varying needs. Teachers use a wide range of effective strategies to ensure good behaviour in lessons. Lessons are interesting and lively and great care is taken to ensure that all pupils, regardless of their background, take a full part in all lessons.

**The curriculum is good.** The school makes **very good** use of the community to make lessons interesting and bring the curriculum to life. Provision for pupils' care, welfare, health and safety are **very good**. The school gives **very good** support, advice and guidance to pupils, especially for pupils who have special educational needs. The school tries very hard to develop constructive links with parents, although the response of parents rarely reflects these efforts.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the headteacher are very good.** Her vision, determination and total commitment are at the centre of all the school's improvements. She receives good support from key staff and her vision is shared by all who work in the school. Subject co-ordinators' roles are developing positively. Governors are well led by the chair, take a keen interest in the development of the school, and fulfil their responsibilities effectively.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are positive. In particular, they feel the school has improved significantly in the last year. They have great confidence in the headteacher and the present staff of the school. Some parents have expressed concerns about bullying, but feel the headteacher's response, particularly the use of exclusions, has led to considerable improvements in this respect. Pupils are proud of their school and feel their views are valued and acted upon.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve are to:

- Raise standards, especially in English and mathematics;
- Make better use of ICT in lessons across the curriculum;
- Raise levels of attendance, especially for younger pupils, and improve punctuality.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve satisfactorily in relation to their abilities, particularly in the Foundation Stage and Years 3 to 6. However, the starting point is very low indeed and standards at the end of Year 2 and Year 6 are very low when compared to national averages.

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

- Children in the Foundation Stage make a positive start and achieve well, especially in personal, social and emotional development, and in communication, language and literacy;
- Pupils with special educational needs achieve well;
- Great care is taken to ensure that pupils who speak English as an additional language are fully involved in all lessons and that they achieve well;
- The school's determined focus on literacy and numeracy is leading to rising standards in these two key areas;
- Standards, nevertheless, are very low in English, mathematics and science;
- Standards are below average in ICT, history and geography.

#### **Commentary**

1. This is a school that faces an uphill task in maintaining, let alone raising standards. Attainment on entry is very low indeed, particularly in terms of literacy and social skills. Around 70 per cent of pupils speak English as an additional language, a proportion that has increased significantly in the last two years. Many pupils have arrived during this period from Somalia, with little or no previous experience of speaking English and often with very limited experiences of attending school. About half the pupils are on the school's special educational needs register, with a high proportion of these having significant emotional and/or behavioural difficulties. Pupil mobility is very high indeed. More than half the pupils attending at the end of Year 2 have left the school by the time they reach Year 6. Another key factor affecting standards is the very low attendance rates, especially for younger pupils. As many as one-third of pupils in Years 1 and 2 have attendance rates of below 80 per cent!

2. Children make a positive start to their education in reception. The teacher and her assistants have worked hard to create a calm, purposeful learning atmosphere where children feel comfortable and confident. As a result, children make good progress in personal, social and emotional development. Children's early speaking and listening skills are developed successfully. A strength of the provision in this respect is the good use of staff who speak children's mother tongue languages and who are able to bring learning to life for those who speak little English.

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

Standards in:	School results	National results
reading	10.3 (13.9)	15.8 (15.7)
writing	7.9 (14.0)	14.4 (14.3)
mathematics	11.0 (13.1)	16.5 (16.2)

*There were 28 pupils in the year group. Figures in brackets are for the previous year*

3. In National Curriculum tests and assessments at the end of Year 2 standards have remained very low for many years. However, provisional scores for 2003 tests, and the standards observed during the inspection, indicate a start has been made in gradually raising standards in reading, writing and mathematics. The school has worked hard to improve the atmosphere for learning in

classes and positive developments in the way pupils now approach learning is leading to levels of achievement being satisfactory, regardless of pupils' backgrounds.

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

Standards in:	School results	National results
English	22.1(26.1 )	27.0 (27.0)
Mathematics	21.5 (26.5 )	26.7 (26.6)
Science	21.5 (27.0 )	28.3 (28.3 )

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

4. The table above for Year 6 pupils shows that standards are very low when compared to the national average, although only below average when compared to other similar schools. The provisional results for 2003 tests show very similar standards. However, during the inspection, the standards observed, although remaining very low, indicate that standards in English, mathematics and science are beginning to rise. As with younger pupils, this improving trend reflects the school's efforts to improve pupils' attitudes to learning. The school carefully tracks the progress of all pupils in English and mathematics, and these records indicate that pupils do achieve satisfactorily during their time at the school regardless of their backgrounds.

5. A positive feature throughout the school is the good support given to pupils with special educational needs and these pupils achieve satisfactorily. Pupils' individual education plans are carefully drawn up to ensure that targets are closely matched to prior attainments. These plans are monitored rigorously and updated regularly, and make a positive contribution to pupils' progress.

6. Pupils who speak English as an additional language achieve satisfactorily because all teachers take great care to speak in a manner that enables all pupils to fully access all lessons. Bi-lingual assistants are used effectively to support pupils in their home languages, often enabling pupils to develop their knowledge and understanding. Pupils receive effective support from the local education authority's EMAS (ethnic minority achievement support) team, although the time allocated to the school is inadequate to meet the level of need within the school.

7. A notable strength throughout the school is the excellent provision for personal, social and health education (PSHE) and pupils achieve exceptionally well in this key area of learning. Many initiatives, such as the School Council and the various lunchtime and after-school clubs enable pupils to feel part of a community and to realise that their views are taken seriously by adults.

8. A weakness in all classes apart from the Foundation Stage is the limited use of ICT to support learning in subjects across the curriculum. The school has significantly improved resources for ICT in the last year and, with superb support from an advisory teacher and visiting technician, is now in a position to make rapid improvements. However, standards are presently below average throughout the school.

9. Standards in religious education, art and design and music are at the expected levels at the end of Year 2 and Year 6, but below the expected level in ICT, history and geography. There was insufficient evidence to judge attainment in physical education and design and technology.

10. The results attained in national tests in Year 2 and Year 6 have remained stubbornly very low for some time, but recent, dramatic improvements in the ethos of the school have led to some indications that standards are at last beginning to rise throughout the school.

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

**Attendance is very poor and punctuality is poor.** Pupils have **good attitudes** to school and try their best even when language difficulties limit understanding. **Behaviour is satisfactory overall**

and pupils form **very good relationships** with staff and each other. Pupils' **spiritual, moral, social and cultural development is satisfactory**.

### Main strengths and weaknesses

- The school's attendance record in the last academic year was the worst of any Bristol primary school;
- The school works tirelessly to improve standards in attendance and punctuality: there is evidence of improvement from last May onwards;
- High mobility amongst pupils means that new families must be taught about the importance of attendance and punctuality;
- A significant proportion of pupils of all ages comes from cultural backgrounds with no formal schooling, or non-verbal education;
- Despite its wide range of nationalities the school is a harmonious community where all staff do their best to ensure high standards of mutual respect and consideration;
- The school works hard to improve pupils' low self-esteem and does everything possible to inspire them with a love of learning and a desire to succeed.

### Commentary

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

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	3.0
National data	0.5

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

11. In 2002 - 33% of Years 1 and 2 (Key Stage 1) pupils had attendance rates of below 80% with 16% for Years 3 to 6 (Key Stage 2) pupils. Some parents are unused to doing things at specific times: some live in chaotic circumstances. Attendance procedures are now very good. A senior teacher monitors patterns of attendance and punctuality meticulously. Unexplained absences are followed up immediately. Good attendance is rewarded. Extended holidays are strongly discouraged. The school is strongly supported by the education welfare service.

#### Ethnic background of pupils

#### Exclusions in the last school year

Categories used in the Annual School Census
Mixed – White and Black Caribbean
Asian or Asian British - Pakistani
Black or Black British - Caribbean
Black or Black British – African

No of pupils on roll
18
38
39
48

Number of fixed period exclusions	Number of permanent exclusions
38	0
1	0
29	0
6	0

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

12. The exclusions listed above involved a total of 16 pupils, 14 boys and 2 girls. Behaviour during the inspection was good, in and out of class. Pupils often spontaneously help each other by translating for non-English speaking compatriots. They try hard in lessons, although hampered by language difficulties and sometimes very limited understanding of Western cultural norms. At playtime, pupils mix together well, making use of anger management strategies taught them by the school. Behaviour management is good overall and often very good. The work of the Bristol

Behaviour Support Team is very valuable. Pupils like and respect adults in the school, looking to them for guidance and support. The school works hard to promote racial harmony and pride in the achievements of different ethnic groups. Pupils understand that their local community has different beliefs and faiths which result in differences in behaviour. However, they have little knowledge of native British cultural traditions. The school celebrates major festivals of world religions including Christianity. Assemblies make a satisfactory contribution to pupils' spiritual development.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education is good.** The school makes **very good** provision for pupils with special educational needs and for those who speak English as an additional language. The school is well regarded by parents and pupils and is a highly valued, integral part of the community.

### Teaching and learning

**The quality of teaching is good overall.** Teaching is **good** in reception, **satisfactory** in Years 1 and 2, and **good** in Years 3 to 6. A strength of teaching is the positive way in which teachers meet the needs of all pupils regardless of their background or prior attainment.

### Main strengths and weaknesses

- Relationships between adults and pupils are very good and the inclusive ethos creates an effective learning environment;
- Almost all lessons are well organised and proceed at a lively pace;
- The quality of teachers' speech is a key factor in enabling all pupils to take a full part in lessons;
- Teachers consistently expect high standards of behaviour from pupils, and use effective methods to engage and sustain pupils' attention in lessons;
- Assessment is thorough, so that teachers know their pupils well and have a clear understanding of pupils' differing abilities;
- In a minority of lessons the challenge for pupils was not well matched to pupils' needs;
- Teachers' use of ICT to support learning is consistently weak in all classes, except in the Foundation Stage.

### Commentary

13. The quality of teaching is a great credit to the determined and professional approach of all the teachers who face a wide range of challenges in this school.

#### *Summary of teaching observed during the inspection in 38 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (10.5%)	19 (50%)	14 (37%)	1 (2.5%)	0 (0%)	0 (0%)

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

14. Teaching in the Foundation Stage (reception) is good. A key factor here is the positive team work between all the staff, enabling children to settle quickly to the routines of school life. The teacher's management of a very immature group of children is superb and, in only a few weeks in school, great strides have already been made in developing children's listening skills. Particularly effective use is made of bi-lingual assistants to support children at the very early stages of speaking English.

15. A key strength in teaching in all classes is the excellent promotion of personal, social and health education. Teachers have worked very hard and with great success to promote a positive atmosphere in every lesson and parents rightly applaud this initiative.

16. Teaching in Years 1 and 2 is satisfactory and in Years 3 to 6 it is good. There are a number of factors common to lessons throughout the school. Foremost amongst these is the tremendous effort teachers make to establish a positive working atmosphere in every lesson. Parental confidence that pupils' behaviour in lessons is now satisfactory is supported by inspection evidence. Teachers work very hard to make lessons relevant and interesting. A good example was a Year 6 history project on the life of Rosa Parks, a leading figure in the civil rights campaign in the USA in the 1950s and 1960s. This is not a subject matter usually taught to this age range, but it clearly made pupils think about their own lives and cultural heritage, and brought about a very positive response from pupils.

17. The teaching of pupils with special educational needs is good throughout the school. Underpinning this is the superb leadership of the special needs co-ordinator (SENCO) who teaches small groups skilfully and supports colleagues with great commitment. Assessment arrangements for pupils with special educational needs are good which mean that pupils' needs are quickly and accurately identified. Targets in pupils' individual education plans are specific but manageable and they are regularly monitored. The positive approach from teachers and their effective organisational skills enables pupils with special educational needs to take a full part in lessons and in the life of the school.

18. Pupils who are learning English as an additional language are assessed quickly and their needs are effectively met by teachers. A positive strategy that helps these pupils learn effectively is that of 'pre-tutoring', whereby pupils are given small group tuition on a topic that is due to be dealt with in class later in the day. As a result, pupils have a better understanding of the content of that lesson. A key skill that enhances all lessons is the high quality of teachers' speech. Teachers take great care to explain new ideas very carefully, often giving several different explanations so that pupils can grasp new concepts. Support teaching from the EMAS team is good, although the time allocated for this form of support is inadequate.

19. Teachers make good use of the National Strategies for Literacy and Numeracy. These lessons are well organised and proceed at a lively pace. The marking of pupils' written work is good, often giving critical and evaluative feedback that makes clear to pupils what is needed to improve further. Pupils' progress in English and mathematics is enhanced by well organised 'booster groups' whereby pupils of above average ability are withdrawn for specific tuition.

20. There are some weaknesses in teaching which meant that some otherwise good lessons were judged to be satisfactory and one lesson (out of 38) was judged unsatisfactory. In their understandable desire to raise standards, teachers occasionally expect too much of their pupils who, as a result, struggle to cope with the learning objectives. An example of this was a Year 1 history lesson about the life of Nelson Mandela where pupils found the ideas and concepts too difficult.

21. A consistent weakness in teaching is the limited use of ICT to support learning in subjects across the curriculum. During the inspection computers were rarely used and many opportunities to enhance pupils' learning were wasted. In one positive example, pupils in Year 3 successfully developed their knowledge and understanding of solid shapes by using an appropriate piece of software, but such examples were far too rare.

## **The curriculum**

The school provides a **good** curriculum.

## **Main strengths and weaknesses**

- There is a well-planned, relevant, integrated curriculum that is enhanced by visits, visitors and clubs;
- PSHE and Citizenship underpin the curriculum and make a strong contribution to the school's excellent ethos;
- 'Learning for Living' teaches pupils how to learn, increases their self-esteem, and makes a good contribution to personal development;
- Provision for pupils with special educational needs and those for whom English is an additional language is very good;
- Accommodation is good;
- Resources for learning are good.

## Commentary

22. The whole school has been involved in developing the integrated curriculum which is carefully planned to meet the needs of all pupils. Visits and visitors are linked to the curriculum so that there is an even balance for each year group. A good range of clubs is provided, many at lunchtime, some especially to meet pupils' particular needs.

23. Provision for pupils for whom English is an additional language is very good. All teachers are very aware of the needs of pupils who are at the early stages of speaking English, and ensure that new vocabulary is carefully explained so that pupils can play a full part in all class activities.

24. The school has been completely refurbished and now provides an attractive, stimulating, learning environment. Classrooms are a good size; there are small rooms for individual and small group tuition, a library and a computer suite. The school has access to the Sports Centre next door for physical education. At present the playground is dull; pupils have been involved with planning exciting improvements, which should be completed by the end of the summer due to the efforts of the Rotary Club who are busy raising £30,000.

25. The school has good quality, well-organised resources, which contribute to effective teaching and learning. The library is being developed after a severe cull of books. There are good resources to support pupils with special educational needs and those with English as an additional language. However, ICT is not used effectively across the curriculum.

26. When she was appointed in 2002, the headteacher astutely judged that standards would not rise until there had been a fundamental change in the climate for learning throughout the school. Many pupils at the school come from disadvantaged homes, many are new to the country, and some are traumatised. Parents accurately describe the changes in the last 18 months as 'a transformation'. At the heart of the approach the head introduced the 'Learning for Living' strategy. In every class, teachers reinforce the message that 'you can do it' and have brought about huge gains in pupils' self-esteem. A range of clubs, mainly at lunchtime, give pupils the chance to interact in a friendly supportive atmosphere. The SENCO works very hard to provide small group and individual support to targeted pupils. The School Council has been very successful in giving pupils a forum and this has delighted many older pupils by introducing much needed changes. Pupils' concerns over the quality of the playground have been addressed and pupils are proud to tell visitors, 'We made that happen'. The impact of this programme is that pupils are more confident and approach their lessons with a vigour and determination that was not apparent even a year ago.

## Care, guidance and support

The school ensures the care, welfare, health and safety of pupils **very well**. It provides them with **very good levels** of support, advice and guidance.

## Main strengths and weaknesses

- The commitment of all staff to pupils' care is very high;

- The school is proactive in consistently improving its care and guidance;
- The school is seen by many parents as a haven for many of the pupils.

## Commentary

27. The formal policies and practices relating to health and safety and child protection are very thorough and meticulously carried out. Staff know pupils very well and demonstrate a high level of knowledge of their needs. The detailed information at their disposal enables staff to act quickly if a pupil is unhappy or under pressure. Pupils spoke very positively of the school and of the adults involved in their time in school. The school treats the care of pupils as being of the utmost importance and has worked hard through the ethos of the school and through a wide variety of training to ensure pupils' well-being is paramount. Day to day matters of health and safety are dealt with very effectively by the site manager, who liaises constantly with staff to ensure the maintenance of a safe environment. There are very good links with outside agencies which further support pupils. These are expertly co-ordinated by the SENCO.

28. Induction procedures for reception children are very good. There is close liaison between the school and the adjacent nursery, and home visits are made within the first two weeks of term. In the light of the high levels of pupil mobility, the school has developed very good levels of induction for the many new arrivals that come to the school. There are many resources for staff to help pupils settle in. Provision via EMAS is very good and the school is adept at tailoring learning to pupils who have had very little experience of formal education. The tracking of pupils' attainment is good and progress made by pupils with special educational needs is very well managed.

29. The School Council, consisting of a wide range of pupils, has discussions with staff on issues such as improving the outside play area, on dealing with bullying, and the provision and setting of school lunches. Non School Council pupils reflected upon the good work done in this area and felt that the voice of the pupils was a high priority. The school has used the 'buddies' system (where older pupils befriend younger ones) and there are moves to fully utilise this. The school made use of the Ofsted pupil questionnaire and has already considered the further use of emotional literacy to deal with some issues. Within their questionnaire, 52% of pupils stated that teachers were fair to them, the remainder feeling they were mostly or sometimes fair, and a small minority disagreeing. The perception of unfairness was not evident during the inspection and was qualified by the thoughts of some children that much of their lives were unfair, but school was probably a fairer part than most!

## Partnership with parents, other schools and the community

Partnership with parents, other schools and the community is **good overall**. Links with the local community and the provision for educational support programmes are **very good**. Links with parents are **good** and information for parents is **satisfactory** overall.

## Main strengths and weaknesses

- Parents are pleased with induction arrangements. They think their children like school and make good progress, and that teaching is good;
- The Education Action Zone parent co-ordinator makes an outstanding contribution to parent partnership, particularly through fortnightly Parents' Forum meetings, when parental views are sought;
- The school's decision to take parents on offsite visits has introduced many to new experiences and ideas;
- Parents in many cases are unable, and sometimes unwilling, to support their children's learning at home;
- Many parents do not ensure children attend school regularly or arrive punctually;

- Educational support programmes for parents are directly linked to children's learning;
- Community links are directly benefiting pupils' learning.

## Commentary

30. Parents know they are always welcome in school: concerns are promptly dealt with. The many different nationalities amongst parents are always given information in a form they can understand. Reports are of satisfactory, and sometimes, good quality, and they focus on pupils' personal development and progress in literacy and numeracy. The prospectus and governors' report fulfil statutory requirements, but are of unappealing design. A few parents help in school and many attended a social occasion recently. A parents' association has been established. The school makes good use of parents' varying cultural backgrounds to enrich learning. Parental involvement with the school is gradually increasing and recently a group of parents made the costumes for the school's carnival entry.

31. The school's community links are part of the regeneration scheme for the St Paul's area. The Rotary Club, GE Plc and the Inland Revenue are funding extensive playground improvements, and the neighbouring community sports centre is used for physical education.

32. The school has good links with local clergy and the police. Local artists regularly work with pupils and produce good quality work, including a spectacular mural. The school supports local charities and visits a home for the elderly. Two large firms have well-established links through the 'Reading Buddies' scheme. The educational support programmes for parents, run with Bristol Family Education, are of high quality, and meet identified needs well.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school is **good** overall. The leadership of the headteacher is **very good** and that of key staff is **good**. The work of the governing body is **good**. The management of the school is **good**.

### Main strengths and weaknesses

- The leadership of the headteacher is very good;
- The leadership of key staff is good;
- School management systems are very good;
- Analysis of performance data is good;
- The governing body fulfils its statutory responsibilities and effectively supports the school.

## Commentary

33. The new headteacher has been very successful in empowering the staff, and in creating a positive climate for change. She has built a highly committed, enthusiastic team. Morale is very high. When the head took up her post morale was low and many teachers felt unable to cope. Tackling pupil behaviour was an early priority and teachers, governors and other professionals who visit the school, comment on the transformation in this area. The headteacher's very democratic style of leadership ensures that all stakeholders, staff, pupils, governors and parents, have been involved in reviewing the school's vision statement and aims and that consequently everyone owns the strategic plan. Some parents, who a few years ago were disillusioned and only sent their children to this school because they had no alternative, are now delighted with the decision they made.

34. The roles of key staff are well defined and build on strengths and interests. Effective teams have been established and all adults working in the school work well together and are adapting to

change with enthusiasm. The contribution by the EMAS team is good, but there are insufficient personnel to meet the diverse needs of pupils in this school, especially those recently arrived from Somalia.

35. The efficient school systems allow the school to run smoothly and staff to work efficiently and effectively. Performance management is well managed. Professional development is a high priority in this school and there is a strong culture of all staff wanting to improve their knowledge and expertise. A range of strategies have been used to improve the quality of teaching, coaching, and monitoring by the headteacher and assistant headteacher, peer monitoring, and these are rigorously evaluated. The school is applying for the Investor in People award. Finances are well managed by the school administrative officer with good support from the local education authority, the chair of finance and senior staff. Spending is carefully targeted. The determination of the school to raise the achievement of all pupils, especially those from minority ethnic groups, is evident and many new initiatives have been introduced which are being carefully monitored.

36. The school has effective procedures to track pupils' progress which show that most pupils are making satisfactory progress even if national standards are not achieved for a variety of reasons beyond the school's control.

37. The governors fulfil their statutory responsibilities. Some have particular expertise which is used for the benefit of the school. The chair ensures that all governors are clear about the school's strengths and the problems it faces. All governors are very supportive and work hard for the school and the community. Governors have a clear picture of the school's strengths and weaknesses.

38. The headteacher makes herself very available to parents and many appreciate this. Attendance and punctuality are problems that the school has made great efforts to address, but they remain the worst of all Bristol schools and these factors have a negative impact on pupils' achievement.

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

Income and expenditure (£)	
Total income	510,539
Total expenditure	466,932
Expenditure per pupil	2741

Balances (£)	
Balance from previous year	1095
Balance carried forward to the next	5907

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in personal, social and emotional development is **very good** and provision in all other areas of learning is **good**.

#### Main strengths and weaknesses

- The partnership between the teacher and her assistants is very good;
- Teaching is consistently good;
- Children have settled quickly at the start of the school year and have responded well to the demands of the school day;
- Provision for children who speak little or no English is very good;
- Leadership and management are good;
- Arrangements for introducing children to school are very good;
- The size of the classroom is only just adequate.

#### Commentary

39. Since the inspection took place at the start of the school year many children had only just started attending on a regular basis. It was not possible, therefore, to make reliable judgements about the attainments of children at such an early stage in their school life. However, attainment on entry is very low indeed and, despite the positive start children have already made, few are on course to reach the learning goals in any area of learning.

40. A strength of the provision is the calm manner in which children adjust to the demands of school life, especially since many children speak little or no English. This reflects the effort staff make in welcoming families to the school. Before the start of term all families receive a home visit and, where appropriate, a bi-lingual assistant helps with translations. At the end of the summer term, children were invited in for short, familiarising sessions and all families receive a brief booklet outlining the routines of the school. Most usefully, this booklet includes a photograph of the class teacher.

41. The very good provision for children's **personal, social and emotional development** reflects the priority all staff give to this key area of learning. Relationships are very good at all levels and the wide range of practical activities, both indoors and outside, give children the chance to play and work together and develop their social skills. They quickly learn the importance of sharing and taking turns. Staff provide a caring and orderly atmosphere in which children feel happy and secure.

42. Teaching in other areas of learning is good. Children achieve well in **communication, language and literacy**. Children are still at the mark making and copying level in terms of writing, but are progressing well in developing listening skills. This reflects the care with which the teacher speaks to children. Skilful intonation and phrasing makes explanations interesting and relevant and key vocabulary is explained in careful detail. One highlight during the inspection was the superb reading of the popular story 'The very hungry caterpillar'. The teacher read this story with a Somali speaking assistant who, after the teacher had read the story in English, read the same text in Somali. Both English and Somali speaking children sat spellbound in awe and wonder at this extraordinary experience and, for many, this introduced for the first time how wonderful literature can be.

43. Children achieve well in **mathematical development** because the teacher provides a wide range of simple number games and rhymes that stimulate interest. Children learn to count and order shapes and colours. In this area of learning particularly effective use is made of the nursery nurse and teaching assistants to teach small groups and encourage the correct use of mathematical vocabulary.

44. Although evidence in the other areas of learning was limited, teachers' planning shows that a very thorough and well balanced curriculum is offered over the course of the school year. Displays around the classroom reflect this broad curriculum. During the inspection, children's **knowledge and understanding of the world** was enhanced by their close observation of spiders. Magnifying glasses were used sensibly to develop key words and enhance children's observations. Computers are put to very good use and support children's learning in all areas.

45. **Creative development** is successfully promoted through a range of practical and relevant activities such as finger painting, junk modelling, printing, sand and water play, and the singing of a wide range of simple songs and nursery rhymes.

46. Provision for **physical development** is enhanced by a well resourced outdoor play area, with a range of bikes and trikes and playground equipment. In addition, children get the opportunity of a weekly physical education session in the school hall. In the classroom children have plenty of chances to use pencils and scissors to develop co-ordination and control.

47. Provision is led and managed well. Sessions are planned in detail to cover all areas of learning in a lively and relevant way and delivered with good humour and expertise. Adults work very well together and are good role models, especially in the way staff from different ethnic groups interact in a positive and supportive manner. All children are fully included in all activities. Resources are good, although the classroom itself is small for the number of children attending.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **English**

Provision for English is **good**.

### **Main strengths and weaknesses**

- Standards are well below average for pupils at seven and eleven, but achievement is satisfactory;
- Nearly all teaching is satisfactory or better; 50 per cent is good or better;
- Subject leadership is good;
- The needs of all pupils are met well;
- Speaking and listening are strongly promoted;
- 'Guided Reading' effectively teaches early reading skills and strategies;
- Literacy skills are not well developed in other subjects.

### **Commentary**

48. Standards are well below average for pupils of seven and eleven, but there are factors to explain this, namely:

- Attainment on entry is very low;
- Attendance is very poor, despite the school's efforts to improve it;
- Mobility is very high;
- The number of pupils with special educational needs is very high;
- The number of pupils with English as an additional language is very high, including many new arrivals from Somalia who speak little or no English and have not been to school before;
- Pupils, because of their disadvantaged home circumstances, can be very tired and some fall asleep in school.

49. The school has adapted the National Literacy Strategy to meet the very diverse needs of its pupils and those pupils who stay in the school for a reasonable length of time make satisfactory

progress. The priority for this school is to improve the achievement of pupils rather than concentrating on national targets.

50. Teaching is mainly satisfactory in Years 1 and 2, but it is frequently good, and sometimes very good in Years 3 to 6. Teaching for pupils with special educational needs is consistently good and teaching by the EMAS team is very effective. 'Pre-tutoring' sessions, where pupils are prepared for a lesson in a small group activity before the main session, are particularly effective and allow pupils to participate fully in the class lesson. Behaviour management is a real strength of all the teaching throughout the school. Teachers have very high expectations of behaviour and a consistent approach from reception to Year 6 ensures that pupils know what is expected, even if they do not always co-operate. Praise and rewards are used very effectively. Pupils are always treated with respect and are encouraged to show respect for each other and teachers. In the good and very good teaching tasks are matched accurately to pupils' prior learning with the result that most pupils work with concentration and enthusiasm. The weaknesses in the satisfactory teaching are that pace is slow and pupils lose interest; explanations of tasks are rushed and there is a lack of direction so that pupils are not really clear what they have to do. Pupils are not given enough support to be successful learners: for example in the provision of key words. In some lessons there is insufficient challenge, and in others it is too great.

51. Subject leadership is good. The co-ordinator has a clear idea of what needs to be done to raise attainment and is introducing new initiatives in a planned way. Good assessment procedures are now in place to indicate that most pupils make satisfactory progress.

52. The school works very hard to meet the diverse needs of its pupils. The EMAS team gives good support, but the amount of time allocated is inadequate. For one group of pupils it works out at twenty minutes a week for pupils in the very early stage of learning English. There is a very wide range of initiatives to address for those pupils with special educational needs which would ensure these pupils make at least satisfactory progress. All initiatives are carefully evaluated.

53. Speaking and listening have been highlighted as foci this year and are being promoted very consistently. PSHE is used effectively to encourage pupils to listen respectfully and to speak clearly and confidently. In most literacy sessions teachers plan for pupils to discuss with a partner or within a small group as well as speak in front of the class.

54. Guided reading is used effectively to teach early reading skills and strategies. Pupils read a range of genres. The school has invested in high interest/low readability books, which are promoting reading well. Accurate records are kept of each pupil's progress.

55. Overall, provision for English has improved significantly since the last inspection.

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

56. Literacy is not used effectively across the curriculum because the majority of pupils have such poor skills. About a third of pupils in Year 6 are working around the expected level, the rest are working at the level of seven year olds.

### **MATHEMATICS**

Provision in mathematics is **good**. From a very low starting point, pupils achieve **satisfactorily**.

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

- Teaching is good throughout the school;
- Effective use is made of the National Numeracy Strategy;
- Pupils with special educational needs and those who speak English as an additional language achieve as well as their peers;

- Despite some recent improvements, standards in Year 2 and Year 6 are very low compared to the national average;
- Although leadership overall is satisfactory, there are some weaknesses in the way the school sets its targets in mathematics;
- Teachers make too limited use of ICT to support pupils' learning in mathematics.

## **Commentary**

57. Attainment on entry to the school is very low indeed. Although standards in Years 2 and 6 remain very low, school tracking records show that, over time, most pupils achieve satisfactorily in mathematics.

58. In Years 1 and 2, pupils work hard at improving their basic number skills and most lessons focus on this aspect of the subject. Despite this determined effort on the part of staff and pupils, the proportion of pupils reaching the expected level 2 by the end of Year 2 is only around half of that seen nationally. However, the recent improving trend was illustrated by the provisional results for the 2003 tests when just over 50% of pupils reached level 2, and standards observed during the inspection confirm this slowly rising trend. Even so, significant numbers of pupils in Year 2 are still working towards the learning goals normally expected of children by the end of the reception year.

59. One of many problems for teachers in Years 3 to 6 is the huge pupil mobility rates. The school's tracking records show that just as many pupils are beginning to make up lost ground, they move on and are replaced by pupils, often new to the country, with little or no English. This makes it very hard to raise standards. Despite this, the provisional results for 2003 were broadly similar to the previous year, even though almost all pupils in this year group were on the special educational needs register. Standards in the present Year 6 are clearly much higher than the previous two years and confirm the overall rising trend in mathematics throughout the school.

60. Teachers are understandably focusing on improving numeracy skills and some of the 'mental maths warm up' sessions at the start of lessons illustrated the success of this strategy. Pupils are not as adept at applying these skills and this was apparent in lessons where new concepts were introduced.

61. Teaching is good throughout the school. During the inspection, two-thirds of teaching was good and the rest was satisfactory. Lessons are well organised and proceed at a lively pace. The careful use of the National Numeracy Strategy gives lessons a clear structure, and the sharing of learning objectives at the start of the lessons helps pupils to focus. Teachers manage pupils well and are effective in their efforts to make mathematics interesting and relevant. They keep detailed records of pupils' achievements, and lessons are usually well matched to pupils' differing needs. Teachers' questioning of pupils is challenging and lively. However, there are occasions when questioning to the whole class is pitched at the middle range of ability and those at the top and bottom end are somewhat frustrated. Teachers' use of the voice is skilful, as intonation and phrasing is used to sustain interest and new vocabulary is very carefully explained. This enables all pupils, but especially those with special educational needs and those who speak English as an additional language, to take a full part in the lesson.

62. A strength of provision in Years 5 and 6 is the regular 'booster' classes for pupils of average or above average ability. These are undertaken in a small room away from the classroom and enable pupils to concentrate well during lively, well led sessions.

63. A weakness in teaching in all classes is the limited use of ICT to support pupils' learning.

64. Leadership and management are satisfactory. The subject co-ordinator gives valuable support to colleagues and monitors the quality of teaching and learning. However, the monitoring of standards is unsatisfactory and the school's targets are not sufficiently based on the prior attainment records that the school has collected.

65. Overall, provision for mathematics has improved significantly since the last inspection. In particular, teaching and learning are much improved.

### **Mathematics across the curriculum**

66. There is satisfactory use of mathematics in other subjects. Some good links were noted during the inspection, including detailed pie charts and graphs, combining ICT with mathematics and science, although such opportunities are too rare.

## **SCIENCE**

Standards in science are **very low** but pupils' achievement is **satisfactory** thanks to the efforts of the school that reflect the effectiveness of the provision.

### **Main strengths and weaknesses**

- Standards are poor when measured against national averages;
- Progress made by pupils based on prior attainment is generally satisfactory and sometimes good;
- The focus on investigative science is improving.

### **Commentary**

67. At the end of Year 2 in 2002 only 67% of pupils reached the expected level 2 in science compared with 89% nationally which meant standards were poor. Provisional results for 2003 indicate an improvement. At the end of Year 6 in 2002 only 35% achieved the expected level 4 or above but results for 2003 indicate an improvement. The proportion of pupils reaching the higher levels was well below average. When measuring the progress of the 2003 Year 6 pupils, based on prior attainment at Key Stage 1, there is satisfactory achievement. Analysis of pupils' work confirmed the low standards and demonstrated that teaching has enabled satisfactory progress in this subject.

68. Four lessons were observed during the inspection, all of which were satisfactory or better. While every effort is made to cover the correct topics for the appropriate year groups in the school, higher standards in science are hampered by pupils' poor literacy skills. There have been several initiatives to improve and increase the amount of scientific experiment and investigation and this was reflected in the lessons seen. Teachers sensibly adapt the content of lessons and the means of recording, in order for pupils to gain experience of life processes and living things, materials and their properties, and physical processes.

69. There is an appropriate emphasis on good speaking and listening within lessons and teachers are consistent in clearly explaining scientific facts, and in doing their best to ensure that pupils have understood.

70. There is good leadership and management of the subject. The co-ordinator has monitored teaching and analysed the work produced in all year groups, giving appropriate feedback to her colleagues. Planning is thorough and well matched to pupils, and regular half-termly assessments are made which are kept in a progress book. Regular homework for older pupils reinforces the work which prepares them for end of key stage assessment. As with many aspects of the school, there is a determination to ensure good provision in science.

71. Provision for science has been improved significantly since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**. Standards are below the expected level but there have been significant improvements recently.

### **Main strengths and weaknesses**

- Good use is made of the ICT suite to support learning;
- There is very effective support from the local education authority's advisory teacher;
- Teachers' use of ICT to support learning in subjects across the curriculum is weak;
- Resourcing is good and has been significantly improved in the last year;
- Standards are below the expected level throughout the school.

### **Commentary**

72. Provision for ICT has been criticised, both in the last inspection report and in a more recent audit by the LEA (Local Education Authority). The school's response has been satisfactory. On the positive side, resources have been significantly improved, a new and determined subject co-ordinator has been appointed and very effective use is made of a skilful advisory teacher.

73. The school now has a well appointed computer suite and good use is made of this with each class having regular lessons in the suite. Year 1 pupils have used 'paint' to draw scenes from favourite nursery rhymes and Year 2 pupils have used a data handling programme to draw block graphs. These examples of pupils' work are at the nationally expected standards but the range of pupils' work is narrow and rarely features in other subjects.

74. In Years 3 to 6, pupils develop their word processing skills, and older pupils know how to use a digital camera in order to present work in a lively and interesting fashion. There are some limited examples of pupils using the internet and CD ROM to support their studies, but such examples are far too rare. Discussions with pupils in Years 5 and 6 indicate that few know how to use e-mail, a skill usually expected of pupils in Year 3. The ICT suite has on display a good range of work from across the National Curriculum, but displays in classrooms and around the school are almost devoid of any ICT work.

75. Teaching is satisfactory overall. Teaching in the ICT suite itself is good, with lively, well organised lessons that capture pupils' imagination and lead to good levels of achievement. In these lessons teachers benefit from the skilled support of the advisory teacher as well as a part-time technician. However, in classroom lessons, teachers do not use ICT enough to support pupils' learning. One impact of this is that, by Year 6, pupils' keyboard skills are very poor indeed. In one Year 3 mathematics lesson on solid shapes, the teacher did use a suitable software game that challenged pupils to make different shapes and this led to a high quality of learning for those involved. This, however, was an isolated example during the inspection.

76. Leadership is good. The co-ordinator is new to the role, but has a good understanding of the school's strengths and weaknesses and an obvious determination to improve provision across the school. Resourcing is now good and much improved since the last inspection.

77. Provision for ICT has improved since the last inspection, although many improvements have been in the last year and are yet to fully impact on standards of attainment.

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

78. As described in the section above the use of ICT in other subjects is a weakness. Teachers' knowledge of how to use ICT is underdeveloped and, during the inspection, many opportunities to enhance pupils' learning were missed.

## **HUMANITIES**

Provision in history, geography and religious education is **satisfactory overall**, although standards in history and geography are below the expected levels.

Work in history, geography and religious education was sampled and analysed. Six lessons were observed and discussions were held with groups of pupils from Years 5 and 6.

Pupils' weak literacy skills mean that pupils find geography and history very demanding. The school's understandable focus on English and mathematics means that history and geography have been given less attention. Provision does meet statutory requirements but standards are below the expected levels in both subjects.

Provision in religious education (RE) is **satisfactory** with some good features.

### **Main strengths and weaknesses**

- Staff ensure that the delivery of RE in the school is relevant;
- There are strong links with personal and social education, and with the ethos of the school;
- The locally agreed syllabus for RE has been adapted to suit the needs of the pupils of Cabot Primary.

### **Commentary**

79. The school has sensibly adapted the locally agreed syllabus, referring to this part of the curriculum as the study of beliefs and values. The content of lessons is adapted to give real relevance to the children and to help with their personal development and with their understanding of themselves, each other, and the very diverse community they live in.

80. Two lessons were observed and good teaching methods were used to enable successful participation in the lessons and greater understanding. In Years 1 and 2, pupils talked about and drew special places, including their homes and places of worship. They were able to link these to other special parts of their lives. Pupils in a Year 5 class plotted the stages of their lives, past, present and future, before linking them to the four stages of the Hindu faith. Overall standards are satisfactory.

81. Leadership and management are good. The subject co-ordinator has worked hard to support other staff, make resources useful and relevant, and create an appropriate scheme of work. The school makes effective use of community resources to enliven learning and has good links with local churches. The subject is well resourced with a good range of artefacts illustrating beliefs and customs from a range of world faiths.

82. Assemblies are used well to support learning in religious education and lively displays around the school indicate that this subject has a high profile.

83. Provision for religious education has improved significantly since the last inspection.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Provision for physical education, art and design, design and technology and music is **satisfactory**. These aspects did not form major foci for the inspection.

### **Main strengths and weaknesses**

- These subjects make a positive contribution to pupils' personal and cultural development;
- Good use is made of the community to enhance the quality of learning.

## Commentary

84. Two **physical education** lessons and one **art and design** lesson were observed. No **design and technology** or **music** lessons were seen. Displays, photographs of past work and discussions with pupils indicate that these subjects receive their appropriate emphasis in the curriculum. Each year pupils have the opportunity to work with a professional artist. Last year a very colourful and attractive mural was created on a sports theme for the playground wall. The tile figures in the school courtyard are the result of enjoyable workshops with a ceramic artist the previous year. A very good singing assembly was observed in which pupils sang with enthusiasm and empathy. Over the course of the school year, pupils learn a range of songs linked to all the faiths represented in the school. This makes a good contribution to pupils' personal development.

85. Provision in PE is **satisfactory**, the provision is well tailored to the needs of the community and good use of the local sports centre is made, enlisting good quality gymnastics coaching.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PHSE is **excellent**.

### Main strengths and weaknesses

- There is a whole school community commitment to promoting PHSE;
- Display around the school celebrates this commitment;
- The headteacher ensures this area of learning is at the centre of all the school's work;
- There is a range of innovative initiatives to support pupils' personal development;
- The ethos for learning is very good.

## Commentary

86. PSHE and Citizenship underpin the curriculum and make an excellent contribution to the school's very positive ethos where diversity is recognised and celebrated. Children's rights and responsibilities are explored through the Children's Charter. Powerful displays on this subject are in each classroom, corridor and in the hall. Each classroom is named after a famous person: for example Mandela and Gandhi; and these leaders are studied as good role models. The 'Learning for Living' initiative is making a strong contribution to the personal, social and emotional development of children in the Foundation Stage and is helping older pupils to be aware of their own success.

### Example of outstanding practice

**A 'Learning for Living' programme motivates pupils very successfully to become independent learners, supporting PHSE and creating an excellent ethos for learning.**

**'Learning for Living' encourages pupils to be independent, well-motivated learners.** The five 'I can' statements are colour coded and displayed in classrooms, corridors and in the hall. The statements are introduced to pupils during PSHE lessons and reinforced by photographs to illustrate the statements. These are attractively displayed around the school. Teachers award the appropriate colour sticker each time a statement is achieved.

Orange	I can stay on task until I have finished.
Green	I can be proud of my achievements.
Red	I can organise myself and work independently.
Mauve	I can work well with others.
Blue	I can do better than I have done before.

The skills of 'Learning for Living' are recognised and celebrated by all adults in the school. Teachers teach the skills explicitly and these skills are celebrated regularly in assemblies. The 'Learning for Living' initiative is in its second year and is proving very effective in helping the youngest pupils with their personal, social and emotional development, and enabling older pupils to be responsible for their own learning, and to recognise their achievements.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
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>7</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	7
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

