

INSPECTION REPORT

COLSTON'S PRIMARY SCHOOL

Bristol

LEA area: City of Bristol

Unique reference number: 108922

Headteacher: Mr John Gavaghan

Lead inspector: Dr Colin Lee

Dates of inspection: 24th – 26th May 2004

Inspection number: 255868

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	416
School address:	18 Cotham Grove Cotham Bristol
Postcode:	BS6 6AL
Telephone number:	0117 377 2610
Fax number:	0117 377 2611
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr R Muir
Date of previous inspection:	15 th June 1998

CHARACTERISTICS OF THE SCHOOL

Colston's is a larger-than-average primary school, with 416 pupils on roll that serves a widespread community around the Cotham area of Bristol. Thirty-five per cent of pupils are from minority ethnic groups with no one group being particularly prevalent and 20 different home languages are represented. Fifteen per cent of pupils are in the early stages of learning to use the English language and this is a proportion above average. The socio-economic backgrounds of pupils' families are broadly average. A significant number of pupils join or leave the school during the course of the school year. The level of this mobility is higher than in most primary schools. A tenth of the pupils have special educational needs, which is below average. The special needs cover a spectrum of general and specific learning difficulties, social, emotional and behavioural difficulties. Attainment on entry is average overall. Pupils are taught in two single-age classes in each year group.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21854	Dr Colin Lee	Lead inspector	Music Physical education
8971	Mrs Judith Hesslewood	Lay inspector	
22397	Mr Stuart Fowler	Team inspector	Mathematics Design and technology Religious education Personal, social and health education
20378	Mrs Helen Jones	Team inspector	English Information and communication technology Geography History English as an additional language
18709	Ms Nina Bee	Team inspector	Science Art and design The Foundation Stage curriculum Special educational needs

The inspection contractor was:

Criterion School Inspections

*Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

Any concerns or complaints about the inspection or the report should be made initially to the 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).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8-12
Standards achieved in areas of learning, subjects and courses Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12-17
Teaching and learning The curriculum Care, guidance and support Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18-19
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20-34
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Colston's Primary School is a lively, energetic place, where pupils receive a good quality of education and good pastoral care. The headteacher's very good leadership is having a significant impact in improving the school's overall effectiveness. By the end of Year 6, pupils' standards are above average in a good proportion of their work. This is good achievement in relation to their past attainment. The school provides good value for money.

The school's main strengths and weaknesses¹ are:

- The headteacher leads the school very well by working tirelessly towards the vision that is shared with all members of the school community.
- Pupils' good achievement, by the end of Year 6, results in above average standards in mathematics, science, information and communication technology, music and aspects of physical education.
- A broad, very rich curriculum is provided.
- The very good provision for pupils' cultural and social development leads to attitudes and behaviour that are good, overall, and prepares pupils very well for life in a multi-cultural society.
- Good teaching enables pupils to gradually increase their progress as they move up through the school, but planning for class lessons does not always sufficiently meet the needs of specific groups of pupils.
- Pupils' attendance is unsatisfactory.

The school was previously inspected in June 1998. Little was done about the main weaknesses, identified at that time, until the present headteacher's appointment in 2000. Measures taken since then have rectified much of the wide range of issues, and areas such as information and communication technology and school development planning, have now become significant strengths. However, further attention still needs to be given to the issues concerned with creating consistency in provision for higher attaining pupils and assessment. Overall, there has been satisfactory improvement in the school's effectiveness. The trend in results in national tests for pupils in Year 6, in recent years, confirms a picture of rising standards. There have also been improvements in pupils' personal development, the curriculum and the leadership of the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	A	B
Mathematics	B	C	B	D
Science	C	C	A	A

*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.*

Pupils' achievement is good overall. In 2003, pupils exceeded nearly all the targets that had been set for them in the tests. The targets for pupils currently in Year 6 are very challenging, particularly in respect of the percentages estimated to achieve the higher Level 5, as there are fewer higher attaining pupils than last year. However, such is the effect of the good quality of teaching that they experience, that they are not only achieving well but are on track to attain average standards in English overall and above average standards in mathematics, science, information and communication technology, music and physical education by the end of the year. By the end of Year 2, pupils' achievement is satisfactory. Standards are above average in information and communication technology and music. Pupils with special educational needs, and those who use

¹ The strengths and weaknesses are listed in order of significance.

English as an additional language, achieve well when working with specialist support assistants. However, these pupils, together with higher-attaining pupils, only achieve satisfactorily in class-based lessons. Children in the Foundation Stage² are making satisfactory progress. They are on track to attain all the goals children are expected to reach by the end of the reception year and this is satisfactory achievement in relation to their average levels of attainment when they started school.

The quality of pupils' personal development, including spiritual, moral, social and cultural development is good. Pupils' attitudes and behaviour are good. Attendance rates are below average and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good, reflecting good teaching by teachers and teaching assistants. This results in good quality learning by most pupils although some do not have enough guidance, from teachers' marking, on how they can improve their work. There is a good breadth of learning opportunities in a very rich, innovative curriculum and a very good range of out of school activities.

The school shows good concern for the care, health and safety of pupils, providing them with good support and guidance. The school works well with parents and links with the community, and with other schools and colleges, are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. In response to the headteacher's very good leadership, the school maintains a strong focus on raising standards in pupils' academic and personal development by improving the quality of teaching and learning, the richness of the curriculum and most of all through a commitment to celebrating the diversity of the school community. Governance is good and the governing body ensures that all statutory requirements are met. Management is satisfactory overall because of the varying effectiveness of subject co-ordinators. Financial management is good and administrative staff make an excellent contribution to the day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents particularly appreciate the high expectations that the school has of its pupils. They are pleased with levels of progress, the standard of behaviour and the fairness with which all pupils are treated. Pupils are very positive about the school and enjoy their learning. They like the fact that they are consulted regularly about their views.

IMPROVEMENTS NEEDED

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

- ensure that lesson planning addresses fully the needs of pupils with special educational needs, of those for whom English is an additional language and of the higher-attaining pupils;
- raise levels of pupils' attendance;
- ensure greater consistency in the use of marking to indicate how pupils can improve their work.

² The Foundation Stage caters for children from the age of three to the end of the reception year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement by the end of the Foundation Stage, and by the end of Year 2, is satisfactory, and by the end of Year 6 it is good. By the end of Year 6, standards in several subjects are above average.

Main strengths and weaknesses

- The steady year-by-year progress of pupils results in good achievement, in relation to their past attainment, by the time pupils leave the school.
- Standards are above average in mathematics and science.
- Throughout the school, pupils' standards in information and communication technology and music are higher than those found in most schools.
- Although satisfactory overall, there is wide variation between classes in the achievement of pupils with special educational needs and of higher attaining pupils.

Commentary

1. The attainment on entry of the majority of children who start in reception is average overall. Children of all abilities achieve at least satisfactorily in the Foundation Stage. They are on track to meet the early learning goals that are set for the end of the reception year in their personal, social and emotional development, communication, language and literacy, mathematical, creative and physical development, as well as in their knowledge and understanding of the world. Children are, thus, fully prepared for the programmes of study in the National Curriculum that start in Year 1. Achievement is satisfactory overall in Key Stage 1³ and pupils attain the expected standards in most subjects by the end of Year 2, with notable strengths in information and communication technology and music. Pupils build successfully on their initial progress and by Year 6, in which there is a consistently good quality of teaching, their achievement is good compared with their past attainment. This results in standards being above expected levels in several subjects by the time pupils move on to secondary schools. Where pupils with special educational needs and those for whom English is an additional language are concerned, in comparison with their past attainment their achievement is satisfactory, overall, but quite variable. While the quality of the support from teaching assistants is consistently good throughout the school, the extent to which class teachers plan learning activities with these pupils' specific needs in mind is more variable and this accounts for inconsistencies in achievement in different classes.

Standards in national tests at the end of Year 2 – average point scores⁴ in 2003

Standards in:	School results	National results
Reading	16.2 (16.8)	15.7 (15.8)
Writing	15.3 (16.0)	14.6 (14.4)
Mathematics	16.4 (17.1)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

2. In recent years the school's results in the national tests at the end of Year 2 have consistently been above national averages. In 2003, results dropped, largely as a result of girls' performance being markedly lower than that achieved by girls in the past. This brought the

³ Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

⁴ **Average Point Scores.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

overall results closer to national averages. The actual results, when compared with both the national results and those in schools with pupils from similar backgrounds, were above average in writing and around average in reading and mathematics. Teachers assessed pupils' standards in science to be average.

3. The school has set challenging targets for the pupils currently in Year 2 in the recently-completed 2004 national tests. The class work of these pupils, during this year, shows that they are achieving satisfactorily, overall, in relation to their past attainment. Standards are average in reading, writing, mathematics and science. However, pupils achieve well in information and communication technology and music, and standards in these subjects are above the expected levels, while the standards in art and design, design and technology, geography, history, physical education and religious education are typical of the age group.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.9 (28.3)	26.8 (27.0)
Mathematics	27.9 (26.8)	26.8 (26.7)
Science	31.1 (28.6)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

4. The results in the national tests at the end of Year 6 have matched the national trend over time, but 2003 was a particularly successful year. Results in all tests improved on the previous year and the progress in science was exceptional. English was well above the national average and mathematics was above average. The science result was very high and placed the school in the top five per cent of schools nationally. For this age group, the comparison with similar schools is made with other schools, where the pupils in Year 6 had similar results when they took the national tests in Year 2. In English, the results were above the average for such schools, in mathematics they were below average, and in science they were well above average. However, this comparison is not advantageous to Colston's where the proportion of pupils that leaves or joins the school in Years 3 to 6 is very high and it is evident that more higher-attaining pupils left the school than joined it in this period. Year 6, therefore, has a smaller number of higher-attaining pupils than the year group had when they were in Year 2. This has not stopped the school from setting very challenging targets for the percentage of pupils gaining the higher-than-expected Level 5 in the 2004 national tests. Inspection evidence indicates that these targets are very ambitious; particularly so for English.
5. Overall, the standards of the pupils now in Year 6 are above the national average in mathematics and science and average in English. Good achievement by pupils throughout Years 3 to 6 is having a good impact on levels of attainment by the end of Year 6. Standards exceed those found in most schools in information and communication technology, music and dance. Standards match expected levels in art and design, design and technology, geography, history and religious education. In most subjects, standards are similar to those at the time of the last inspection but with very good improvement in information and communication technology and good progress in design and technology because standards were below expectations in both these subjects.
6. Pupils with special educational needs achieve satisfactorily. However, when they receive good quality teaching, where activities are accurately matched to their needs, they achieve better. The same is true of pupils who use English as an additional language. Both groups benefit from the support provided by teaching assistants, because these staff have good knowledge of the needs of the pupils with whom they work. When this support is not available, which is the case in lessons in many subjects, the achievement by these pupils is not as good, because too many teachers fail to take account of their specific needs when planning learning activities. The school analyses the performance of these pupils in the national tests very thoroughly and records show that, by the end of Year 6, many pupils have made good progress. However, the data also shows that pupils from minority ethnic groups are not performing as well as other pupils in writing and mathematics. Strategies to raise these pupils' standards are now in place,

but are still too new for any impact to be assessed. Achievement by higher-attaining pupils varies between classes because, again, teachers are inconsistent in the extent to which suitably challenging learning activities are planned. This means that the pupils' achievement is satisfactory overall but could be better in some classes.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and behaviour are good. Personal qualities are developed well. Provision for social and cultural development is very good, while that for spiritual and moral development is good. Attendance is unsatisfactory. Punctuality is improving and is satisfactory.

Main strengths and weaknesses

- Pupils' relationships with others are very good because the school promotes good relationships and harmony between all members of its community very well.
- Pupils' confidence and self-esteem are high.
- The provision for pupils to learn to respect the feelings, values and beliefs of others is very good.
- The teaching of and opportunities to appreciate their own and others' cultural traditions are very good.
- The school's attendance rate is below the national median.

Commentary

7. Pupils are happy at and enjoy coming to school. Their attitudes to school and learning are good. They work hard and enjoy helping to make their school better through class and school councils. Older pupils enjoy helping younger pupils as buddies in the playground, and when they have opportunities to assist younger pupils with their reading. Pupils are enthusiastic about playing instruments and singing and sharing achievements with others in the celebratory assemblies. In most lessons, pupils are attentive, eager to answer questions, and settle quickly to their work. They work well in pairs and groups, with very good examples seen during mathematics, English, and personal, social and health education lessons. During assemblies and in good lessons, pupils maintain a high level of interest and behave well because of the well-presented interesting topics, exciting variety of activities, good levels of opportunity for involvement for all and consistent high expectations of behaviour. When lessons are less interactive, pupils' attentiveness wanes, their behaviour deteriorates, and they achieve less. Positive reinforcement of good behaviour is not consistently used by all staff.
8. Pupils' behaviour is good overall. It is especially good in the playground at lunchtimes where lunchtime supervisors, with the support of the playground buddies and the headteacher, set high expectations for pupils' conduct. Very good behaviour, tolerance, respect and friendship are evident. Movement around the school between lessons sometimes appears disorganised and unplanned, particularly amongst the younger pupils. Some pestering and antisocial behaviour occasionally goes unnoticed or uncorrected. Parents indicate they are unaware of the details of the behaviour policy. In addition, a few parents report some inconsistencies in the way the school deals with known incidents of harassment.
9. The consistent teaching of inclusive values, tolerance and understanding of differences, living and learning with and from each other is a strength of this vibrant, energetic school. This, together with the good role models presented by staff, has created a harmonious school with very good relationships evident between pupils. Pupils gain a clear understanding of their own and other people's lives, beliefs and feelings through their assemblies, personal, social and health education and, because teachers use opportunities within the curriculum to reinforce core values. Initiatives such as the visit to a mosque by parents and pupils from Year 2 provide an excellent opportunity for them to appreciate the social, moral, spiritual and cultural traditions of other pupils as well as encourage greater understanding throughout the whole school community. The music for assemblies is planned well to promote pupils' spiritual and cultural awareness, such as the use of the sitar to compliment the Buddhist theme. In addition visits, visitors, and the rich extracurricular opportunities all contribute well to the school's strong provision for pupils' spiritual, moral, social and cultural development.

10. Throughout the school pupils almost always act responsibly and with maturity. Parents believe that the school encourages their children to become mature. The younger pupils speak confidently and older pupils play regularly in their assemblies. They listen to and praise each others efforts and achievements. Praise, focused on raising achievement, both academic and personal, and positive encouragement from adults, is a significant contributory factor. The work of the school council, opportunities to contribute to road safety projects, healthy eating initiatives together with the 'tea and cakes' sessions, and residential opportunities, also contribute well to raising pupils' confidence and self esteem. Pupils are also encouraged to think of people outside their school community and they collect money for a wide range of charities. The playground buddies scheme and pupils in Year 4 helping pupils in Year 1 with their reading are effective early initiatives which promote older pupils helping younger ones with academic and personal development. Children in the Foundation Stage are on track to achieve the early learning goals for personal, social and emotional development by the end of the reception year.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.1
National data	5.4	National data	0.4

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

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	272	1	
White – Irish	5		
White – any other White background	21		
Mixed – White and Black Caribbean	18		
Mixed – White and Black African	5		
Mixed – White and Asian	8		
Mixed – any other mixed background	12		
Asian or Asian British – Indian	8		
Asian or Asian British – Pakistani	17	1	
Asian or Asian British – any other Asian background	5		
Black or Black British – Caribbean	10	1	
Black or Black British – African	14		
Black or Black British – any other Black background	10		
Chinese	10		
Any other ethnic group	1		

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

11. The school's attendance rate is below the national median and has fallen gradually over the last three years. The reasons for this include illness, pupils taking holidays during term time, and the long-term authorised absence of pupils travelling overseas with parents who are either on work secondments or making extended visits to their country of origin. However, attendance

for this school year shows some improvement. The school's systems for monitoring attendance do not identify unexplained and potential unauthorised absences early enough. The majority of pupils arrive at school punctually and settle quickly to their 'early morning tasks'. However, a significant number continue to arrive after the bell but before the register is completed. The proportion of pupils arriving late and disrupting the start of the first lesson is decreasing because of the school's vigilance in monitoring and promoting punctuality together with new initiatives, such as the breakfast club. The three short, fixed-period exclusions last term were used as a last resort, after other reasonable measures had been taken.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education, through good teaching and a broad, very rich curriculum. Care, guidance and support for pupils are good. There is a good partnership with parents and carers and very good links have been established with the community and with other schools.

Teaching and learning

The quality of teaching and learning is good overall.

Main strengths and weaknesses

- The overall good quality of teaching has a positive impact on pupils' achievement and standards by the time they reach the end of Year 6.
- Teaching assistants have good levels of expertise and make a significant contribution to the learning of the pupils with whom they work.
- The progress of some groups of pupils, although satisfactory overall, is held back by inconsistencies between teachers in their planning of tasks that match the pupils' needs.
- Teachers are inconsistent in their marking of pupils' work.

Commentary

12. The quality of teaching and learning is good overall. The proportion of teaching that is good or better is generally consistent across the year groups, but there is variation within some years that results in differences in pupils' achievement between classes. In the years with the highest proportions of very good teaching; that is Years 5 and 6, pupils' achievement in individual lessons is also highest. Teaching and learning in reception are satisfactory overall. Teaching was good in nearly half the lessons observed and the progression in children's learning in the class taught at short notice by a supply teacher was maintained satisfactorily. The children are supported well by the nursery nurse and the learning support assistant and this enables them to confidently take part in all activities. Relationships between the teachers, the adults who support them and the children are good. On occasions when children achieve well, adults have consistently high expectations with regard to listening attentively at all times and do not allow children to interrupt whilst adults or other children are talking. In addition, adults focus on what children need to do to improve their writing. For example, they carefully explain how to put spaces between words when they write. When this happens, learning within lessons is good and the children produce work of which they are very proud.
13. Common features of the very good teaching are the lively pace, interesting learning activities and high expectations. The teachers carefully match their expectations to the ability levels of the pupils. This means that there is just the right amount of challenge to motivate pupils to want to do better and by providing learning activities that are planned to meet pupils' differing needs, pupils are helped to succeed. The result is pupils are keen to learn, enjoy their work, and make rapid gains in acquiring skills, knowledge and understanding. For example, such characteristics were very evident in a Year 5 information and communication technology lesson and a music lesson for pupils in Year 1. Both lessons saw teachers guide pupils very successfully towards completion of very challenging tasks. The step-by-step guidance given to pupils was matched well to their individual needs so that pupils of all abilities achieved well. Collaboration between pairs of pupils was expected in both, with pupils in Year 5 working on

multimedia presentations and the pupils in Year 1 devising symbols to represent high and low sounds in their compositions. Pupils were expected to co-operate well and they achieved this through good listening, respect for one another's ideas and a strong motivation to improve the quality of their work. Further examples of very good teaching were provided by several of the visiting teachers working with pupils in Year 6 on a performing arts project. Not only does this provide good continuity in pupils' learning between primary and secondary school, but it consolidates the good standards and achievement arising from class teachers' good teaching throughout the year. This is particularly evident in dance, drama and music.

14. A difference between these very good lessons and those that were satisfactory was the detail with which the teachers set out what it was that different groups of pupils were intended to learn. The better the teaching, the more specific these intentions were, both in teachers' planning, and in explanations during a lesson. In the less successful, albeit satisfactory, teaching the lessons usually started with a very general statement of what was to be learned but did not always indicate clearly enough, to the different groups of pupils, the purpose of specific tasks that they were being given. As a consequence, some understanding by pupils of their own learning, or of how they could improve was limited. Pupils' understanding is also affected by the quality of teachers' marking which is variable both between and within year groups. Good examples of constructive comments that give pupils a clear understanding of how they can improve are evident in a Year 6 class. More frequently, marking is very basic and simply confirms in writing, or with a symbol, that work is satisfactory.

15. There is some inconsistency between teachers in their planning of learning activities for different groups of pupils. Some teachers look carefully at the different abilities within their classes and plan activities that accurately meet the needs of all pupils. Thus, pupils with special educational needs, those who use English as an additional language, and those who are more able are helped towards good achievement. When this does not happen, pupils, such as those with special educational needs, have difficulty completing written tasks they are given. At other times they are given too little guidance to improve, especially in relation to the general presentation of their work. While some teachers pay too little attention to the targets on pupils' individual education plans, the teaching assistants have a good awareness of these targets and pupils make better progress when working in small groups with these staff in English and mathematics. There is insufficient reference to these targets in some teachers' planning for other subjects, for lessons where support staff are not present, during lessons, or when marking pupils' work. Learning is affected at times because of these issues and, as a result, pupils do not do as well as they could. Pupils who use English as an additional language gain significant benefit from their work in small groups with the specialist teaching assistant. The pupils are able to express their views on preferred learning styles. They are also able to talk with confidence about what challenges them in their learning. The teaching assistant uses questioning and guidance effectively to ensure that the pupils have a sound grasp of the key learning points to be covered in lessons. Where the needs of the higher-attaining pupils are catered for, as was evident in mathematics and science lessons with older pupils, there is, in fact, thoroughness in planning for all abilities. Teachers here have realistically high expectations of all pupils and standards are rising as a result.

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (11%)	29 (55%)	18 (34%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

Curriculum provision is good. It is broad and balanced and enriched very well by a good range of extra curricular activities, particularly in sport, dance and music. The school has addressed successfully almost all of the weaknesses in provision that were identified in the previous report.

Although the accommodation remains cramped, there have been significant improvements since the time of the previous inspection.

Main strengths and weaknesses

- The curriculum is enriched by a good range of clubs, educational visits and visitors.
- Provision for personal, social and health education is good.
- The school provides a wide range of learning opportunities through curriculum innovation.
- The accommodation is cramped, although significantly improved since the time of the previous inspection.
- Resources are improving.

Commentary

16. A comprehensive programme of clubs, visits and visitors enriches the curriculum. Enrichment activities include clubs for football, netball, dance, drama, swimming and art, whilst pupils in Years 5 and 6 are able to enjoy residential experiences based on outdoor pursuits. In addition, pupils have opportunities to participate in the school choirs and recorder groups, as well as brass and violin tuition. A planned programme of visits enriches the curriculum. For example, pupils visit Burnham-on-Sea as part of their geographical studies, a local mosque to develop their appreciation of other faiths and the city museum to help them develop their historical awareness. Visitors to the school include dance, drama and music teachers and visiting performers, such as theatre groups and African dancers. The school also organises special focus weeks, such as those for art and science. All of these experiences enrich the curriculum and provide pupils with good opportunities for learning.
17. Provision for personal, social and health education is good. The co-ordinator has developed a policy and scheme of work that includes sex, drugs and race education. Personal, social and health education is taught effectively, as a discrete subject, and all classes experience regular 'circle time'⁵ sessions where pupils take turns to talk about issues that affect them personally. There is a flourishing school council that includes delegates from Year 2 to Year 6 and provides representatives for the Bristol Schools' Parliament.
18. The school provides a wide range of learning opportunities through curriculum innovation. They have established very strong curriculum links with the local secondary school, particularly in the field of performing arts. Secondary school teachers regularly lead dance, drama and music sessions within the school and the curriculum in these areas is planned to take account of secondary school transition. European funding has enabled the school to establish citizenship links with schools in other European countries, particularly Denmark. In addition, the school has a partnership with a school in Mozambique and is developing fair trade links with schools in Ghana. African links are celebrated during the annual African focus week. The recent decision to implement arrangements for setting pupils by ability for mathematics in Year 6 has proved effective in enabling teachers to cater for the needs of pupils of all abilities and this strategy is soon to be extended to Year 5 classes. The school supports learning outside of the school day by establishing holiday clubs at the local secondary school.
19. The specialist teaching assistant checks planning to ensure that the pupils who use English as an additional language are able to access the curriculum. The provision for special educational needs is satisfactory. Individual education plans are in place for pupils who have been identified as having difficulties. Identification procedures are generally satisfactory. However, during the inspection, a few pupils causing concern had not been identified and did not have plans with clear targets to follow. Targets are reviewed regularly and parents are informed appropriately. They address literacy, numeracy and behaviour. Satisfactory systems are in place to enable teachers to keep detailed information on how well pupils with special educational needs are doing across the curriculum. However this information is not effectively monitored by the co-ordinator and some teachers do not keep it up to date. The co-ordinator supports some pupils

⁵ 'Circle time' is a session provided for pupils to discuss a wide range of personal issues as a class, following strict rules about listening to others and taking turns to speak.

outside the classroom but he was absent during the inspection. The provision for the children in the Foundation Stage is satisfactory. Activities are thoroughly planned according to the national guidance. Resources are satisfactory overall, and are good for outdoor activities. The outside area is used effectively to promote all areas and has been developed well since the previous inspection. It consists of a playground and garden area. In addition two wooden structures have been transformed into an 'office' and a 'café' which the children use for imaginative play. The outside area is used effectively to promote learning in all areas.

20. There have been significant improvements to the school accommodation since the time of the previous inspection, notably the new computer suite, the attractive new school library and the provision of a new administration area. All classrooms have been decorated recently and there have been improvements to the floor areas in several classrooms. Although the school does not have access to its own school field, the playground areas are being developed and recent improvements provide an attractive and stimulating environment. The new play park is impressive and very popular with pupils; there are attractive shaded areas within the playground; a school garden and a new outdoor classroom for children in reception. However, the school accommodation remains cramped and there are occasions when lack of space restricts the effective delivery of the curriculum. For example, some classrooms are too small to allow effective delivery of 'circle time' sessions and older pupils are not able to move easily around their classrooms to work in group situations. Corridors and staircases within the school are narrow and difficult to access.
21. At the time of the previous inspection, resources were described as 'adequate', whilst in some subjects, such as information and communication technology, religious education and design technology, they were unsatisfactory. This is no longer the case and there have been significant improvements in resources in most curricular areas. For example, resources for information and communication technology have improved, through access to the new computer suite, and the school has a good range of musical instruments that contributes significantly to the good standards that are achieved in music. Although most subjects are now adequately resourced, there is a need to provide additional resources for both science and games. An additional concern in physical education is the imbalance between areas of activity in the curriculum, with too great a time allocation to games.

Care, guidance and support

The school provides well for the health, safety, care and welfare of pupils. Support, advice and guidance for pupils, based on the monitoring of achievements and personal development are good. The involvement of pupils in the school, through seeking, valuing and acting on their views, is good.

Main strengths and weaknesses

- The headteacher's contribution to pupils' welfare is outstanding.
- Policies and procedures for pupils' health and safety and risk assessments have improved.
- The involvement of pupils, through the school council, is effectively improving aspects of school life.
- Pupils' performance goals, which include personal development and lifelong learning, are a whole-school priority.
- Lunchtimes are well organised and supervised with good provision for play.
- Induction arrangements for children starting school in reception, and when pupils join during term time, are good.
- The school does not routinely contact parents on the first day of an unexplained absence.
- Some health and safety issues were brought to the governors' attention.

Commentary

22. Colston's provides a vibrant, caring, supportive environment for all its pupils; their individual needs are well attended to by all staff. However, the headteacher's contribution to pupils' welfare is an outstanding feature of the school. He knows each child by name, proffering individually tailored support, encouragement, teaching, praise or the chance to just chat

whenever the opportunity arises, at breakfast club, during assemblies, in the playground before and after school, at break and lunchtimes, in the dining room and around the school.

23. The school's policies and procedures with regard to health and safety have much improved since the previous inspection. Governors are now fully involved in the monitoring and promotion of a safe, attractive and healthy school environment. However, a number of health and safety issues were brought to the governors' attention. Staff have undertaken first-aid training. A policy and training for managing pupils' medicines in school is planned. Risk assessments for trips and residential visits are documented and followed appropriately. However, the very nature of the school buildings with its warren of uneven passages, corridors, and many steps and staircases, presents daily risks to staff, parents and pupils. Because of the good relationships between pupils, the number of accidents is low. However movement by classes, particularly of the younger pupils is sometimes undisciplined and hence more hazardous. Child protection procedures follow the recommendations of the area child protection committee. Staff are aware of the correct procedures to follow. However, the school does not routinely follow up any unexplained absence on the first day. The school's approach to Internet safety is a good feature. Good working relationships exist between the school and welfare agencies for the benefit of the pupils.
24. The provision for individual support and guidance for pupils, particularly with regard to the personal development goal; that pupils show respect for and value the diversity of the school community is developing well, as is the structure to promote life long learning. Good examples were seen in a Year 4 personal, social and health education lesson, Year 1 end-of-day reminders, and in the monitoring of physical education equipment.
25. Pupils' views are fully taken account of and acted upon when new initiatives are proposed. They were consulted through a questionnaire from the inclusion committee. Their means of getting to and from school was surveyed by the school's travel action group and suggestions for improvement included in the action plans. Pupils drew up the designs for the 'secret garden'. The school council is actively improving games provision at lunchtime and has been successful in instigating other improvements to the school experience.
26. Supervision and care at lunchtimes is good, despite the difficulties in recruiting lunchtime supervisors. The organisation and supervision of pupils is managed well, because all members of staff work together as a team with the pupil 'playground buddies' and are consistent in their expectations of good conduct. Good quality climbing apparatus and a good variety of play equipment, together with seating and shady areas, provide stimulating and varied activities leading to a happy, harmonious break.
27. Parents are happy with the comprehensive induction programme when their children start school in the reception class. The staggered entry, opportunity for home visits and the information provided are all good features. Good care is taken when pupils join the school during the year. Discussions and visits ensure that individual needs are taken into account and pupils act as 'pals', helping new arrivals find their way around the school, playing with and introducing them to other friends.

Partnership with parents, other schools and the community

The school has good links with parents. There are very good links with the community. Links with other schools and colleges are very good.

Main strengths and weaknesses

- The school's links with parents contribute very well to pupils' learning at school and at home.
- The school actively seeks the views of parents through letters and questionnaires.
- Educational links with other schools, and partnership working, make a very good contribution to pupils' learning.

- No written information in the prospectus detailing:
 - parental responsibilities for their children's attendance;
 - information on the school's behaviour management policy;
 - curriculum information.

Commentary

28. Good links with parents have been maintained and developed further since the previous inspection. Differing means of attracting a range of groups of parents to assist with school activities are a good feature of communication. Many parents are keenly involved in various projects. The visit to a mosque by pupils in Year 2 was arranged in collaboration with Muslim parents and was only able to proceed because of the many parent-volunteers willing to accompany the classes on the trip. The school's travel action group is working effectively to promote safer journeys to school. Other groups have worked to develop the play facilities for children in reception, to improve the quality of equipment and use of the main playgrounds, and to progress the renovation of land into a 'secret garden'. These links, together with the annual 'arts day', the running of extra-curricular clubs, and the huge investment by the school's parents' teachers' and friends' association in the development of the attractive library, contribute very well to pupils' learning and personal development. Weekly reading workshops in reception and Years 1 and 2 actively encourage parents to help their children while providing support through confidence building, or the use of dual language books. The 'tea and cakes' sessions, where all staff are available to chat informally with parents, and afternoon musical performances, with provision of a crèche, effectively extend opportunities for members of the school community to meet and interact with each other. Parents are happy and feel comfortable approaching the school and talking with staff.
29. Regular consultation on a range of initiatives and aspects of school life is an integral part of the school's work. The headteacher wrote to parents, effectively, feeding back on a number of points from the outcome of the inclusion consultation and proposed planned action. The travel action group has also undertaken surveys. Following a curriculum information evening, facilitated with the help of interpreters, the points raised by dual language parents, regarding the use of language in the teaching of mathematics, have all been incorporated into teaching strategies.
30. The prospectus gives clear, practical information, is attractively illustrated by pupils' drawings, and has welcoming paragraphs from the headteacher, chair of governors, and the parents', teachers' and friends' association, effectively setting out the school's vision and aims. However, there is no information covering parental responsibilities for pupils' attendance, no information on the school's behaviour management policy, and minimal curriculum information. Information on pupils' standards and progress is shared freely at parental consultation meetings. However, pupils' reports have not improved since the previous inspection. They provide limited information on standards and progress, and little advice on how pupils can improve. Parents at the pre-inspection meeting, and through their response to the questionnaire, said they would like better information on pupils' standards and progress.
31. The use of school premises by the local community is very high. The school is open to pupils from 8.00am until 6.25pm. The breakfast club and two after-school care clubs have a positive benefit on the welfare of pupils, especially those with working parents. All pupils benefit well from the extra funding and improvements generated through grants and projects for dual school/community use.
32. The performing arts curriculum links with the local secondary school are very effective in extending pupils' achievements in music and drama as well as easing the transition to secondary school. The 'Thinking Skills' project, run in conjunction with the local primary school cluster, is a good feature. These, together with a wide variety of links and projects with other schools and colleges, provide richness and variety to pupils' learning.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership. Leadership and management by key staff are satisfactory overall. Governance is good.

Main strengths and weaknesses

- The headteacher's clarity of vision and sense of purpose are excellent.
- A good governing body and very good leadership team share the headteacher's high aspirations.
- A very good school development plan guides the school successfully towards short, medium and long term objectives.
- Subject co-ordinators vary in their effectiveness between very good and unsatisfactory.

Commentary

33. The school has seen significant changes in its senior management since the last inspection. The headteacher has been in post for four years, the assistant headteacher for two years, and the deputy headteacher since the start of the summer term. Additionally, the governing body has had a significant change in personnel. This has led to much improved leadership and management since the last inspection. Following the last inspection in 1998, there was no attention to the key issues from that inspection until the headteacher's appointment. This means that improvement since the last inspection is satisfactory, although it is good since the headteacher's arrival.
34. The headteacher's impact on the school has been, and continues to be, considerable. All staff and governors benefit from the clarity of his vision for school development. He, in turn, benefits from the support of a very able manager in the assistant headteacher. The recently appointed deputy headteacher brings a high level of expertise in several areas, particularly mathematics. The three senior managers now constitute a very strong leadership team. The headteacher's very good leadership is influential on all aspects of school life, but notably on curriculum development, pupils' welfare, and strategic planning. All are embodied in the school development plan's prime objectives of raising standards, through the setting of targets for pupils' academic performance, personal development and lifelong learning. The very good impact of the headteacher's leadership is also seen in his strong commitment to the continuing professional and personal development of the staff. His extensive monitoring and evaluation of the quality of teaching impacts directly on school improvement in a variety of ways. The raising of pupils' standards by the time they reach the end of Year 6 is directly related to the improved quality of teaching that, in turn, reflects the effectiveness of the headteacher's monitoring.
35. Management of the school is enhanced by the present governing body. This now has a good range of expertise among individual members that is used very effectively. As a result, strategic management and planning has improved since the last inspection. Governance of the school is good. Governors' good impact on school development is achieved collectively, but it is informed very constructively by the arrangements for weekly meetings of the chairperson and the headteacher and the monthly strategic planning meetings of the chairs of committees with the headteacher. Special focus groups are having a good impact on principles and practice. For example, the Inclusion Steering Group is a highly committed, cohesive group which is determined to improve the systems and procedures for ensuring equal opportunities for all pupils. It has been instrumental in bringing about the appointment of the specialist teaching assistant for pupils with English as an additional language. It is well aware of its monitoring role with regard to the impact of the school's race relations policy. The same commitment and good awareness of responsibility is true of the wide-ranging monitoring by individual governors through their regular visits and meetings with co-ordinators of subjects to which governors are linked. A very knowledgeable chairperson of the curriculum committee oversees this group's work very effectively. The governing body reviews constructively the school's performance in national tests and has a good awareness of recent trends. The governors meet all statutory requirements and are aware of additional information that is now required in a school prospectus.

36. Weaknesses in school development planning that were identified at the last inspection have been fully rectified. The current plan has many very good features. Planned developments are presented for the short and medium term, with ongoing review leading to constant refinement of targets and how they are to be achieved. There is effective monitoring of progress by strategy managers, who evaluate the impact of specific strategies, such as inclusion, the use of, or partnerships with, information and communication technology across the curriculum, on the priority goals for pupils' academic performance, their personal development and their lifelong learning. Although the governing body is fully involved in the creation of this planning, and reviews overall progress, through meetings with, and reports from, the headteacher, it has not yet moved to a more direct monitoring by, for example, assigning individual governors to oversee progress in specific areas.
37. The detailed annual school development plan includes a clear schedule of the types of monitoring to be carried out by subject co-ordinators. This provides a balance between the subjects where co-ordinators are to observe lessons, subjects where teachers' planning is to be checked and subjects where pupils' work is to be scrutinised. However, this is currently better in theory than in practice. There is insufficient flexibility in the arrangements for release of co-ordinators from classroom duties in order to carry out monitoring through lesson observations. This leads to a very narrow range of observations that do not always focus on classes where this type of activity is going to benefit individual teachers most. Monitoring by sampling pupils' work is not sufficiently focused on a whole school priority, such as the quality of marking or the provision for specific groups of pupils. There are insufficient systems in place to monitor how well pupils with special educational needs are doing in lessons and this is unsatisfactory. Lost opportunities in the present arrangements result in the leadership and management of these middle managers being satisfactory overall. However, there are examples of very good subject leadership, namely in information and communication technology and music that provide ideal models for others to aspire to in terms of enthusiasm, subject expertise and very positive influence on the curriculum and quality of teaching and learning in their subjects. In contrast, subject leadership and management lacking such qualities other than enthusiasm is at best satisfactory and, in the case of physical education, unsatisfactory.
38. Central to the ethos of the school is a celebration of the diversity of the school community. The school also looks outwards and constantly seeks to extend its local, national and international links. This makes it an exciting learning environment for all its pupils. It is a reflective school that knows what its priorities are for further improvement. The quality of its provision, the progress that pupils make, between starting and leaving the school, and the strength in its leadership make it a school that provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	983,002
Total expenditure	990,180
Expenditure per pupil	2,386

Balances (£)	
Balance from previous year	8,094
Balance carried forward to the next	916

39. Financial management and planning are prudent and carefully monitored. The low residual balance carried forward into 2003/4 resulted from unforeseen expenditure linked to cover for staff long-term sickness. This situation has now concluded and the school has returned to its usual position of carrying forward an appropriate surplus into 2004/5.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

There has been a good improvement in the quality of outdoor provision since the previous inspection when it was reported as unsatisfactory. An external area has been developed which is well equipped and used satisfactorily to support learning in all areas. Resources are satisfactory overall. Induction procedures are good and parents are happy with the information they receive. As a result, the children settle in quickly. Information collected when the children presently in reception started school shows a group of average ability. Achievement is satisfactory. Most children are on course to reach the expected levels by the end of reception. A significant number are currently working at a higher level and will exceed these levels. Assessment is satisfactory, as is the support for the few children identified with special educational needs. Profiles are kept on all children, which clearly show how well they are doing.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Attitudes to learning are good because children's personal development is generally well promoted in all activities.
- Children with behavioural difficulties are supported well.
- Behaviour is generally good.

Commentary

40. Satisfactory teaching enables most children to reach the expected levels by the end of their time in reception with a significant number on course to exceed these levels. Most children are confident and if they need help they will ask. They get on well with the adults with whom they come into contact. The teacher and the learning support assistant generally promote all aspects of children's personal development well. As a result, most children develop good attitudes to learning and behave well. However, adults occasionally miss anti-social incidents. For example, as one class moved from the hall to the classroom, children were seen thumping the child who kindly stood by the door to keep it open. This was not noticed, so not dealt with effectively, by the adults working within the class. Most children take turns and concentrate well, as they interact positively with each other and with the adults who help them. However, a few children have difficulties getting on with each other and following class rules. They are generally supported well, which enables them to take part in all activities. Good opportunities allow all children to work together in pairs and small groups and begin to develop the skills necessary to work independently. Personal independence is well developed. For example, at the end of sessions the children know that they are expected to help to tidy up and they do this well. Planning shows that the children have satisfactory opportunities to develop an understanding of celebrations within different religions. For example, celebrations such as Easter and Diwali are focused on well at different times of the year. Achievement is satisfactory.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Early reading skills are promoted well.
- Most children have positive attitudes to learning.
- Adults sometimes miss opportunities to develop basic writing skills.
- Some good teaching was seen.

Commentary

41. Most children are on course to attain the expected levels by the end of their time in reception with a number who are likely to exceed these levels. Teaching is satisfactory and occasionally good. The children have many opportunities to develop their speaking skills, and most respond appropriately when spoken to during class discussions. However, sometimes teachers do not emphasise the need to listen carefully. When this happens, children speak whilst the teacher or other children are talking. This affects the quality of learning within some lessons.
42. Children of all abilities look at books with obvious enjoyment. They begin to develop an idea that not all books are storybooks and that some books enable them to learn about specific things. For example, as children were enthusiastically looking at books during a lesson in the library a few higher attaining children clearly spoke about the difference between fiction and non-fiction books as they confidently attempted to read extracts from them. In many instances children of all abilities were seen handling books carefully, sharing them with friends or looking at them alone. Most children are confident and use the pictures to tell the story but higher attaining children and some of average ability begin to identify familiar words. This is because adults promote basic reading skills well. All children are encouraged to take books home to read. The range of books that children take home clearly shows that a number of children are reading with developing fluency and confidence and achieving well at reading.
43. Children have many opportunities to write and, as a result, most children write confidently but a few have weak pencil control. There is little evidence of these children developing their pencil control by tracing patterns or copying an adult model. All children are taught how to form their letters correctly as they write. However, children's previous work shows that teachers do not always help the children to understand what they need to do to improve. Adults' expectations are not always high enough when developing children's writing skills. For example, the need to write letters correctly and the need to develop spaces between words is not given sufficient emphasis. Achievement is satisfactory but such weaknesses affect learning for a number of children during lessons. In the good lesson seen, writing skills were taught well and children were clearly shown how to form letters correctly and leave spaces between the words. The teacher interacted very well with individuals who were having difficulty with these skills. In addition, the nursery nurse, who had been given clear instructions on what was expected from the lower-attaining group, mirrored the teacher's high expectations. All children, including those with special educational needs, achieved well. This was because they were supported well throughout the lesson and both adults expected the children to work hard and listen attentively. As a result, the children's responses to learning were good as was their behaviour.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Some good teaching was seen.
- Children have many opportunities to develop mathematical skills.
- Adults miss opportunities to reinforce the correct way to write numbers and to read and write the words that are specific to this area.

Commentary

44. Teaching is satisfactory overall and sometimes good. It is evident from children's previous work and during some lessons that there are not enough opportunities for children to record what they are learning. Basic mathematical vocabulary is developed satisfactorily. For

example, children confidently and correctly use the terms, 'empty', 'full', and 'nearly full', as they fill containers, whilst playing with sand. Discussions with children indicate that they have a satisfactory awareness of the names of basic two-dimensional shapes. Mathematical displays support this and show that teaching has focused on the number of corners and sides of shapes, such as squares and rectangles.

45. Most children are beginning to develop a satisfactory idea of basic addition and subtraction. As a result, most children are on course to at least reach the expected levels by the time they enter Year 1, with a significant number likely to exceed these levels. The majority of children work accurately and confidently with numbers up to ten and many identify and work with numbers between ten and 20. Activities are satisfactorily linked with other areas, such as creative development. For example, children made ladybirds from paper and counted their spots. Although most children count accurately up to ten, some have difficulty writing numbers up to ten. Adults miss opportunities to reinforce the correct way to write numbers. For example, one child was told her work was 'good' when she had counted up to five correctly. However she was not told that the number five had been written incorrectly. Comments such as these give children mixed messages. Basic mathematical vocabulary such as 'more than' and 'less than' is satisfactorily taught and learned. However, sometimes the planning places too much emphasis on thinking and answering questions, and too little on recording to reinforce what is being taught. Some children need a more visual approach to learning and would benefit greatly by having the opportunity to read and write words such as 'more than' and 'less than'. Opportunities for developing children's literacy skills are sometimes missed in this area of learning. However, some good teaching was seen, where planning and delivery of the lesson included a good mixture of thinking tasks and activities where the children had to record information. This kept all children involved well for the whole lesson. During this lesson the children were supported well by the learning support assistant, activities reinforced the learning intentions of this lesson well and, as a result, children's achievement was good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- This area of learning supports the development of personal skills effectively, as most children work well alongside each other in small groups.
- There are good opportunities to develop skills through building and constructing models.

Commentary

46. There has been a good improvement in this area since the previous inspection. The previous report indicated that information and communication technology skills were not being developed appropriately and there were too few opportunities for children to build and construct using a wide range of materials. As a result, there were unsatisfactory elements with regard to standards and achievement. This is no longer an issue. Little direct teaching was seen but children's previous work, teachers' planning, and discussions with children during activities within lessons and photographic evidence indicates that teaching is satisfactory. Most children are on course to at least reach the expected levels by the end of their time in reception. The children have sound opportunities to develop information and communication technology skills. Most work through simple programs to promote basic skills, either alone, with a friend or with an adult. The children have good opportunities to work together, as they build and construct models. Children were seen confidently using a wide range of materials to make insects and other models. Most children share equipment well, but a few have difficulty working alongside each other. When this happens, the need to share is promoted effectively by the adults who work with the children. Children's previous work shows that they have used split pins to make animals with moving legs and they have had good opportunities to construct models, such as vehicles with axles and wheels. Photographic evidence shows that children have satisfactory opportunities to develop an idea of the changing seasons as they brush up leaves and plant bulbs in the autumn. They look at healthy foods, such as fruits, and begin to understand how

important their senses are, as they smell the different fruits. By looking carefully at objects, such as a spinning top, and then producing drawings with labels, they discover how things work. The outside area is used well, for example, children go out into the 'Secret Garden' and look for living things and discuss how they must be looked after. In addition, their knowledge and understanding of their immediate area is developed further as they draw simple maps showing their journey to school. They extend this learning to more distant places, for example through a visit to Bristol docks to see SS Great Britain. Children's achievement is satisfactory.

PHYSICAL DEVELOPMENT

47. There is too little evidence to make an overall judgement on provision, standards and teaching in this area, as little direct teaching was seen. However, the one physical education lesson seen indicates that standards are as expected for their ages. The children regularly use the school hall and the outside area for physical activities and this area of learning is satisfactorily planned for each week. Outside resources are good for children to develop physically and include climbing apparatus and wheeled vehicles. In the one lesson seen in the hall, teaching was judged to be good. The teacher gave clear instructions, which the children followed accurately, as they moved during a warm-up activity and then with the hoops. There was sound reference to the affect of exercise on the body. The teacher had high expectations regarding listening appropriately and, as a result, the children behaved well and listened attentively. Vocabulary, such as 'in' and 'out' was used well to reinforce learning and to help them to control their movements as they manipulated hoops. The learning support assistant was used well to take digital photographs and develop other on-going assessments. The children showed a satisfactory awareness of space, as they confidently moved around the hall. All children achieved well during the lesson and the indications were that they were at least on course to reach the expected levels by the end of the reception year. However, the teacher did not effectively reinforce the necessity to behave properly, as they walked through the building to get to the hall. As a result, there was evidence of children pinching and pushing each other, which resulted in one child crying out loudly after another child pinched her on the back of the neck. Planning, photographic evidence, and children's previous work, shows that they have satisfactory opportunities to develop manipulative skills through the use of soft material, such as 'play dough' and tools such as paintbrushes, scissors, pencils and construction toys.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children have many opportunities to work creatively.
- Activities often reinforce ideas taught in other areas of learning.

Commentary

48. In the one lesson seen teaching was judged to be satisfactory. At the beginning, there was good reinforcement of previous learning by the nursery nurse, which reminded the children of songs they had learnt in the past. During the lesson there were satisfactory opportunities for the children to play musical instruments. Learning was satisfactory. A few children had difficulty concentrating when they were not given a musical instrument. This was because there were not enough for all children. The teacher, who was not the usual class teacher, successfully adapted the planning during the lesson when she realised that her original intentions were not appropriate to the needs of the children. In addition, she managed the few children who displayed challenging behaviour very well. Most children concentrated and responded satisfactorily. Photographic evidence shows that visitors invited into school enrich the children's experience. For example, an Indian lady came in and the children learnt an Indian song, which they then sang and played percussion instruments to. Experiences such as these greatly promote children's cultural development. All children develop a satisfactory repertoire of songs. As they sing number rhymes they reinforce basic number skills. Planning clearly shows that all aspects of this area are catered for soundly. Examples of children's previous

work indicate that they have many opportunities to paint, print and develop interesting collages. Activities often link well with other areas of learning. For example, children used art straws and chalk as they constructed skeletons on black paper. This activity linked well with knowledge, and understanding and physical development. By the end of the reception year, children are on course to at least reach the expected levels in this area of learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- A good range of activities is raising standards in reading.
- The subject is led well by a co-ordinator who has a good understanding of priorities for future development.
- The most capable pupils are not always sufficiently challenged by their work.
- Teachers do not consistently use marking to indicate how pupils can improve their work.

Commentary

49. Achievement in English is satisfactory and standards are average by the end of Year 2 and the end of Year 6. Standards in Year 2 are similar to the school's results in the 2003 national tests, while standards at the end of Year 6 are lower. This is due to there mainly being fewer higher-attaining pupils in the current Year 6, which makes the school's target for the number gaining the higher Level 5 in the 2004 tests very ambitious. The school's thorough analysis of pupils' standards in different aspects of English shows that pupils make most progress over time in reading. For example, between Years 2 and 6 the rise in standards is significantly higher than in writing. A variety of strategies are used for reading, including weekly reading workshops in Years 1 and 2 that are well supported by parents. A well-structured programme of guided reading group work takes place outside literacy lessons and pupils' progress is monitored carefully. Teachers offer a good range of reading-based activities as a result of which the pupils enjoy and benefit from the sessions. In some years, pupils' achievement is variable between classes and in others, for example, in Years 4 and 5, achievement in reading is good and standards are above average. The higher-attaining pupils read fluently with expression. They can predict what might happen next in the story and can draw from a text to support their views. The pupils of average ability use a variety of strategies to help them when they are unsure of a word. The lower-attaining readers build their words well and are confident.
50. Achievement in writing is satisfactory throughout the school and standards are average at the end of Year 2 and the end of Year 6. The breadth of opportunities for writing is often good but inconsistencies between classes lead to varying achievement. For example, the samples of work of Year 1 classes indicated below average standards, because of limited basic skills such as the correct formation of letters. There were too many mistakes seen in the spelling of simple words and many instances of capital letters being written in the middle of words. Lesson observations revealed very different approaches to teaching these basic skills, with pupils in one class consolidating such errors, due to them not being corrected, while teaching in the other class had a strong focus on developing pupils' use of capital letters and full stops in sentences. In one of the Year 2 classes, the pupils of average ability were joining their writing, in the other they were not. In one Year 6 class, many pupils wrote about Newtown Zoo, using connectives and interesting vocabulary. In the other, few connectives were used and the vocabulary lacked such richness. Pupils' speaking and listening skills are average overall. However, there are situations where standards are higher. School council meetings, for example, are occasions of lively, mature debate and sharing of well-articulated ideas. 'Talking partners' works very effectively in a Year 4 class, where lessons are punctuated very frequently with the instruction to 'discuss this with your partner for two minutes'. This ensures that every pupil is fully engaged in speaking and listening activity, rather than the more

common occurrence of whole-class discussions that tend to be dominated by the teacher or just a few individual pupils. There are plans to increase the use of drama as a tool for improving speaking and listening. The drama seen in a very well taught lesson, with pupils Year 6, showed how quickly standards can be raised when there is thorough planning of opportunities to develop pupils' skills of speaking and listening.

51. The subject co-ordinator provides good leadership. She has a clear view of the strengths and areas for development in the subject. She undertakes a full range of monitoring activities including work sampling and discussion with pupils. However, the timing of her release from the classroom to carry out monitoring such as lesson observation is not planned efficiently and, like work sampling, the monitoring is not always targeted where it is most needed. This means that management is satisfactory overall. There is a good breadth to the English curriculum and this is constantly being developed. Initiatives, such as that on speaking and listening from the Department for Education and Skills, are gradually being implemented and this is starting to have impact on a specific area that the school is developing. A specialist teaching assistant for pupils who use English as an additional language has assessed priority needs and a detailed programme of support is now under way. The library is of high quality, thanks to the support of the parents' teachers' and friends' association, and the very good involvement of a knowledgeable governor in its day-to-day use. It is a vibrant hub of school life. It enhances the inclusive approach adopted by the school, because it contains dual language books and newspapers. It also contains helpful signposting to help pupils access the books efficiently. It celebrates the work of all ages and abilities through display. There are good quality topic collections and many new books, usefully labelled to draw the pupils' attention to them.
52. Teaching and learning are satisfactory overall. The good teaching is exemplified through the planning of how pupils' skills are to be developed. For example, in a good Year 5 lesson looking at re-writing a chapter from 'Alice in Wonderland' from the point of view of one of the characters, the teacher built very successfully on links with previous learning and therefore made the lesson interesting and relevant. Good teaching includes frequent references to what it is that pupils are going to learn by the end of a lesson and, in the best teaching, by the end of a specific task. This was observed in a Year 1 lesson, where pupils gained a good understanding of their own learning, and, again, in a Year 6 drama lesson taught by a visiting teacher from the local secondary school. Here, all pupils were fully engaged because they understood the purpose of what they were doing and were motivated to work as hard as possible.
53. Good use of questioning probes the understanding of the pupils and moves their learning on. For example, in a Year 2 lesson on tongue twisters the teacher skilfully questioned all pupils to establish that they had understood the principles. Less successful lessons, where teaching and learning are at best satisfactory, are generally not planned in sufficient detail. Some teachers' planning pays insufficient attention to needs of specific groups of pupils, for example by expectations of higher-attaining pupils not being high enough and the work for them not having sufficient challenge. There are also occasions when the learning activities for pupils with special educational needs, or those who use English as an additional language, are not clearly related to the targets that the pupils are working towards. These occasions are when teaching assistants are not present. When these staff are working with their groups, there is much better attention to the pupils' targets and consequently the pupils achieve well. In these situations, pupils' learning is also aided by the immediate feedback that they receive about their work. The marking of pupils' work by teachers is inconsistent, and it is only in one of the Year 6 classes that marking really supports and extends pupils' learning. More often, marking does not indicate to pupils in any clear way what they need to do to improve and, consequently, the pupils are too readily satisfied with what they have done.

Language and literacy across the curriculum

54. The subject leader has asked all staff to highlight opportunities for literacy on their planning for other subjects, but this has had limited impact. For example in history and geography, there is little evidence of the pupils being given an opportunity to write at length or to write an account of an event. A study of pupils' work indicates that these opportunities vary tremendously across subjects and, therefore, this strand of English is not as developed as it should be.
55. Observations of lessons and assemblies, however, indicate that this provision is improving. For example in a Key Stage 1 assembly, pupils sat and listened attentively for 20 minutes. In a Year 2 music lesson, for instance, pupils were encouraged to use subject-specific vocabulary in their evaluations of one another's performances, after writing weather songs, and composing and performing accompaniments to these songs. In this one lesson, the teacher had very successfully integrated the full range of literacy skills. During the inspection, pupils were rarely seen using information and communication technology in lessons, although planning and samples of pupils' work show that, over time, a satisfactory range of opportunities is provided.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and most pupils achieve well.
- There are effective arrangements for setting pupils by ability for mathematics in Year 6.
- Assessment and analysis of performance data is used effectively to monitor pupils' progress.
- Higher attaining pupils are not consistently challenged.

Commentary

56. Standards in mathematics are broadly average by the end of Year 2, and achievement across Years 1 and 2 is satisfactory. Inspection findings are that, by the end of Year 6, standards in mathematics are above average and achievement over time is good as most pupils enter school with standards that are about average. The school's own assessment data predicts that in the 2004 National Curriculum tests, standards are likely to be well above average, as half of the pupils presently in Year 6 will achieve the higher Level 5 grade. Where pupils with special educational needs are supported well by teachers and learning assistants, they achieve as well as their classmates. This is particularly evident in Year 6 where the school has introduced arrangements for setting pupils by ability in mathematics.
57. Overall, the quality of teaching in the school is good and this helps pupils to achieve well. All lessons have clear learning intentions and teachers use their questioning skills effectively to develop pupils' thinking skills and to ensure that all pupils are fully engaged in the lesson. Praise is used well and learning assistants make a very valuable contribution to learning. Lessons are conducted at a good pace because teachers usually challenge pupils to finish their work within a set time limit. Since the last inspection, the school has successfully implemented the National Numeracy Strategy and all classes now have a daily lesson in mathematics. Teachers now have good subject knowledge and encourage pupils to use appropriate mathematical vocabulary. Each lesson concludes with an opportunity for pupils to explain how they have completed their tasks and to think about and discuss the strategies that they have employed. These opportunities are very effective in developing pupils' thinking skills. Most pupils enjoy their work in mathematics. They work well as individuals and within groups, and share ideas and resources sensibly.
58. The school has recently implemented setting arrangements for pupils in Year 6 and this has proved very effective in supporting pupils with a range of different learning abilities. It enables teachers to work with smaller groups of pupils of similar ability. In one good lesson, for instance, a very small group of pupils with learning difficulties was taught by a teaching assistant. She knew her pupils very well and was able to provide them with the individual

attention that they needed. As a result, they all made good progress and this did much to raise their self-esteem. The school plan to extend setting arrangements to pupils in Year 5 in the coming year.

59. There is good use of assessment and data analysis to ensure that pupils' progress is monitored closely and that support is targeted appropriately. The school makes good use of information from national tests to set targets for improvement for both teachers and pupils. For example, pupils now have individual and group targets in mathematics. The school has gathered extensive information on the progress of pupils in terms of ability, gender and ethnicity, which now needs to be used more effectively to identify any areas of weakness.
60. Higher attaining pupils are not consistently challenged throughout the school. Setting arrangements in Year 6 ensure that work is planned carefully to target the needs of the more able and a high percentage of these pupils are expected to exceed national expectations in the 2004 National Curriculum tests. However, the most capable pupils are not consistently challenged in all year groups within the school. For example, in a lesson in Year 5, all pupils were given the same worksheet and worked on the same question at the same time and this severely restricted the achievement of the higher attaining pupils during this lesson. There are missed opportunities to challenge pupils through problem-solving exercises within the curriculum for mathematics.
61. Although the co-ordinator is very new to the school, she has already drawn up an action plan for future development. This includes the extension of setting arrangements to include pupils in Year 5, participation in a national project to cater for the needs of pupils who use English as an additional language, and the monitoring of planning and teaching, in order to ensure that teachers are aware of those areas of mathematics that need increased focus if targets are to be met.

Mathematics across the curriculum

62. Pupils use mathematics as part of their work in other subjects and consequently learn the practical application of their skills. In a lesson in Year 4, for example, pupils entered data onto spreadsheets in order to compare temperatures in Bristol with those in Bangalore and pupils regularly develop tables, graphs and charts as part of their work in information and communication technology. As part of their work in art and design, pupils had examined textiles from Mozambique to identify repeating patterns, whilst, in Year 2 science lessons, pupils had developed graphs to show how the weight of an object suspended from an elastic band affects the length of an elastic band. Displays in other areas of the curriculum illustrate the use of mathematical skills through the school.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Good teaching was seen in Years 3 and 6.
- Work is not always matched well to the needs of all pupils and this includes some pupils with special educational needs.

Commentary

63. Standards are above average in science by the end of Year 6. Most pupils are on course to reach the expected level and a larger than average number will exceed this level. There has been a marked improvement in the results over the last four years in the upper part of the school. Standards are average at the end of Year 2. In the 2003 national tests there were no pupils who reached the higher Level 3. There are likely to be a few who will reach Level 3 this year and this will be an improvement. Inspection evidence indicates that higher attaining pupils

are not always sufficiently challenged in the lower part of the school. The discrepancies in the standards reached between the older and younger pupils, continue to be an issue since the previous inspection. It is related to the variations in teaching and learning from class to class.

64. Teaching varies throughout the school. It is satisfactory overall. Some good teaching was seen in Years 3 and 6. The teaching in the school is good when the lessons are planned well to involve all pupils and vocabulary specific to the subject is highlighted effectively. This was effortlessly done during a Year 6 lesson. As the pupils began to write up their yeast investigations, the teacher referred to a science display that promoted key words that were needed. All were then able to use and spell these words correctly. During this lesson the teacher's relationship with the class was good and challenging behaviour was dealt with very well. Pupils responded well to her high expectations and worked well together, as they carried out the investigation, and maturely as they wrote it up. All pupils were given activities that they were capable of completing. Pupils with special educational needs were supported well in particular when writing up their investigations. These good and very good teaching points enabled pupils of all abilities to achieve well. This is not always the case. Pupils in both key stages are sometimes given activities that are too difficult for them. At times, this particularly affects the learning of pupils with special educational needs. Some fail to make systematic progress because they do not manage to finish the task. In addition, teachers are not always helpful with their comments when marking. Marking does not consistently inform pupils what they need to do to improve. Pupils' previous work clearly indicates that learning is affected at times because of such weaknesses in teaching. Where teaching is good, in particular in Years 3 and 6, teachers plan activities that are matched well to individual needs. This was done particularly well in a Year 3 class. Secure subject knowledge enabled the teacher to sensitively alter information on a worksheet so that although the sheets she gave out looked similar, one catered for higher-attaining pupils and the other for lower-attaining pupils. All pupils were able to get on well, as they investigated 'springs'. Achievement in this lesson was good.
65. The subject is led and managed satisfactorily. The co-ordinator has an accurate perception of standards in Year 6, where she teaches, but has not such a clear picture of the rest of the school. The school has responded satisfactorily to the criticisms from the previous inspection. Teachers now use the national guidance to plan lessons and have clear guidelines regarding writing up investigations. By the time they are in Year 6, scientific investigations are written up maturely and neatly under clear headings. Higher-attaining pupils in Year 2 make satisfactory achievement as apposed to unsatisfactory as reported in the previous inspection. However, teachers in Year 2 continue to generally lack confidence regarding identifying pupils with Level 3 potential. Teaching continues to vary from class to class. The monitoring of teaching is not as effective as it might be. There are no procedures for checking on the quality of teaching and learning throughout the school. This would clearly identify the strengths and weaknesses in teaching in different classes. There has been no recent audit of resources. As a result, there is a shortage of some basic science equipment. Lack of funnels, in one lesson, and beakers in another, affected learning at times in two lessons seen. Information and communication technology is beginning to be used to support the science curriculum, but little was seen during the inspection. Mathematical skills were seen being used well as pupils measured amounts of water whilst completing science investigations in Years 5 and 6. In Year 2, pupils used their knowledge of developing block graphs as they wrote up their results of a previous investigation relating to their topic on 'forces' and 'movement'.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Throughout the school, good teaching and learning enable pupils to achieve well and attain standards that are higher than in most schools.
- The subject is led very well.
- Links with other areas of the curriculum are good.

66. There has been significant improvement since the last inspection, when standards were below the expected levels, progress was unsatisfactory, there was little assessment, and no designated subject co-ordinator. All these weaknesses have been fully addressed and the subject is developing as one of the strengths of the school.
67. Pupils achieve well and standards exceed expectations at the end of Years 2 and 6. Progress is consistent across the school, because teaching is consistently good. Pupils' learning in lessons and over time is good as a result of the quality of this teaching. Significant strengths are teachers' levels of subject knowledge, the planning of learning activities that build carefully on previous learning, and the attention to the varying needs of pupils of different abilities that ensures that all pupils are encouraged and fully engaged in their work. Pupils respond by working hard and showing very positive attitudes and this results in good acquisition of skills, knowledge and understanding.
68. These good characteristics of teaching were evident in most lessons. For example, in a Year 1 lesson the teacher's very clear explanations and good use of questioning enabled all pupils, including those with special educational needs and those for whom English is an additional language, to log on at the computer, to access the Internet and find their way around the screen using the mouse to allow 'Barnaby Bear' to find his way around Dublin. In a Year 2 lesson on identifying and using links between websites, the well-planned activities again enabled all pupils to use the Internet and a CD ROM confidently and efficiently. The more able pupils had remembered the term 'search engine' and could explain how to use this tool to help them to locate information quickly. This was a good example of how very effective teaching is encouraging pupils to use the technical vocabulary in their speaking, but this is not generally promoted enough by other teachers.
69. The good teaching is also characterised by a careful matching of tasks to the needs of pupils of different abilities. This was evident in a Year 4 lesson, on using spreadsheets, where the initial task of collecting and recording data from the Internet about temperatures in Bristol and Bangalore was extended for higher-attaining pupils by the use of a program to create line graphs. Similarly, thorough planning of different tasks and expectations matched to pupils' abilities occurred in a very well taught lesson on multimedia presentations with pupils in Year 5. Pupils' learning linked well to literacy, as they developed the use of persuasive writing in these presentations. There was good consolidation of learning and pupils had good awareness of how their work could be improved because the teacher encouraged them to evaluate their own work and challenge themselves to do even better than last time. Additionally, 'Assessment Sheriffs' assisted with this evaluation by working with any pupils who were unsure of what to do next and helping them to solve any problems. This was an inspired and innovative way of building the confidence of all the pupils in the class.
70. The co-ordinator provides very good leadership through his enthusiasm and his support for colleagues and his very good awareness of priorities for subject development that are recorded in a purposeful, detailed action plan. He has successfully promoted the use of a scheme to assess the pupils' work and has led the staff in training on the allocation of the correct National Curriculum level to the pupils' work. This has prepared teachers well for setting specific targets for the pupils to improve. However, systems for assessment and target setting are in their infancy and the co-ordinator does not currently monitor and evaluate the quality of teaching or pupils' standards in a systematic way. This means that management of the subject is satisfactory.

Information and communication technology across the curriculum

71. Links between information and communication technology and other areas of the curriculum are well established and continue to develop. Photographic evidence indicates that all curriculum areas use information and communication technology to improve the pupils' information and communication technology skills and to increase their knowledge and understanding in all areas of the curriculum. In the lesson observations, there was evidence of information and communication technology being used effectively in English to create a

multimedia presentation using persuasive writing. It was also seen in geography in some work on the seaside where the pupils confidently carried out research on postcards and souvenirs. Additionally, it was seen in mathematics in work on graphs, where the pupils compared and contrasted rainfall and temperature, and in history, where taped music was used effectively by the teacher to reinforce the notion of timescales. The information and communication technology and music co-ordinators have recently completed a long-term action research project with the University of Bristol that has explored the use of computer programs for musical composition. The work produced by pupils in Year 6 is of a very high standard.

HUMANITIES

There were very few lessons in **geography or history** during the inspection. These subjects were not therefore a focus of the inspection and firm judgements on provision are not possible.

72. In **geography**, one lesson was observed in Year 1 and one in Year 4. In the Year 1 lesson, no direct teaching took place. In the Year 4 lesson teaching and learning were satisfactory. A study of pupils' work indicates that standards are similar to those found in most schools by the end of Years 2 and 6. Teachers' planning indicates that pupils of average and below average ability have good opportunities to reach standards higher than average, because of the activities which teachers plan for them. For example, in Year 1, the pupils are required to give a detailed account of what it is like to live in Beira. In Year 6, the higher-attaining pupils use correct geographical vocabulary to express the contrasting views of park wardens and bed and breakfast owners in Snowdonia to give opposing views of the impact of tourism. There are weaknesses in assessment of pupils' work. The marking of pupils' work by teachers is, at best, satisfactory and rarely indicates to pupils how they can improve. When work at the end of a topic is assessed, there is no reference to National Curriculum levels in the work and, consequently, there is no information for pupils, their parents, or the subject co-ordinator, as to how pupils are doing in relation to national standards. The co-ordinator is enthusiastic and knowledgeable. She has clear plans for the continued improvement of the subject. However, she has yet to gather evidence about her impact on the subject and to analyse that evidence to assist her with future planning. The management of geography is, therefore, no more than satisfactory. Information and communication technology is used satisfactorily to enhance the provision for geography.
73. In **history**, one lesson was observed in Year 6 and one in Year 3. In the Year 6 lesson, the teaching and learning were good. In the Year 3 lesson they were satisfactory. Samples of the pupils' work indicate that standards match those found in other schools at the end of Years 2 and 6. The subject leader is dynamic, enthusiastic and knowledgeable. Her charismatic approach means that she motivates the pupils, who enjoy their history lessons immensely. However, she has not yet collected enough data from monitoring of pupils' standards or the quality of teaching to establish firm priorities for subject development. Management of the subject, therefore, is satisfactory. Teachers' planning shows that learning activities for lower attaining pupils are not matched sufficiently to their needs and these pupils are too frequently given exactly the same task as others. If teaching assistants are not present to support these pupils, as is the case in most history lessons, the pupils' achievement and motivation are adversely affected. As in geography, the marking of pupils' work is of variable quality, and teachers generally give insufficient feedback to pupils about how work can be improved.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is well balanced, ensuring pupils learn from, and about, a range of different religions.
- Resources are improving.
- Assessment systems are not fully established.

Commentary

74. Standards are average at the end of Years 2 and 6 and pupils' achieve satisfactorily throughout the school. This is a similar picture to that seen at the time of the previous inspection.
75. Curriculum provision is well balanced and covers a range of Christian and non-Christian faiths. Pupils learn about other religious beliefs and also how to apply these principles to their own lives. In a lesson in Year 4, for example, pupils discussed the need to respect the beliefs of others when considering the ways that a Hindu family might worship within their home. The curriculum is enriched by a programme of visits, such as that to a Bristol Mosque by pupils in Year 2 during the week of the inspection. This proved a very successful experience because it afforded opportunities for pupils and a large number of parents to meet and converse with representatives of a non-Christian religion, in order to deepen their understanding of other faiths and cultures. Pupils in Year 1 have had the opportunity to visit the local parish church, whilst pupils in Year 4 have attended a local synagogue. These regular opportunities enrich the curriculum and contribute to the respect that pupils show to each other.
76. The standard of display work around the school is good and teachers make very effective use of artefacts within their lessons. At the time of the last inspection, resources were described as 'inadequate', but this is no longer the case. The co-ordinator has improved resources significantly and these are centrally stored, of good quality and effectively support the various units of study. For example, in a lesson in Year 4, pupils were given opportunities to handle and discuss items from a puja, whilst pupils in Year 2 experienced Islamic artefacts, such as articles of clothing.
77. The quality of teaching and learning is satisfactory. Religious education is often linked to other curricular areas, particularly in its contribution to standards of writing throughout the school. In Year 6, for example, pupils wrote with sensitivity about their own feelings regarding life and death, whilst pupils in Year 2 wrote poems about their special places. In a lesson based on the story of 'The Creation', pupils in Year 6 discussed art in religion, before developing posters to reflect the symbolism of the tree, the snake and the apple. There is increasing use of information and communication technology in religious education and pupils throughout the school carry out independent research into world religions by accessing CD ROMs and a variety of websites. Assemblies make a very significant contribution to teaching in religious education. These are well planned and effectively link story content and musical provision. This variety of experience means that the subject makes a good overall contribution to pupils' spiritual, moral, social and cultural development.
78. The co-ordinator is knowledgeable and experienced in the role and has done much to raise the profile of religious education within the school. She has re-written the policy and scheme of work, which is a combination of national guidelines and the Locally Agreed Syllabus, monitored teachers' planning, and improved resources. However, she has yet to implement formal assessment procedures in order to evaluate the quality of teaching and learning throughout the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Very few lessons in **art and design** or **design and technology** occurred during the inspection. These subjects were not therefore a focus of the inspection and firm judgements on provision are not possible.

79. Two lessons were seen in **art and design**. Teaching and learning were good in both. Pupils worked with confidence and took great care, as they showed good observational drawing skills whilst creating the second half of photocopied faces. Planning was consistent between the two classes and both teachers showed good subject knowledge as they taught and reinforced the skills needed to reconstruct the faces. Relationships in both classes were good, which resulted in the pupils listening well to all instructions and persevering well whilst drawing. As a result, all pupils were proud of their efforts. The standards of work produced were as expected for the age groups, with a few pupils achieving levels higher than expected. There are clear

guidelines for teachers to follow to develop art skills, as pupils move through the school. However, there is no subject co-ordinator and no monitoring of pupils' standards or the quality of teaching. Work on display indicates that standards are broadly as expected in at the end of Years 2 and 6. Pupils in Year 6 spoke confidently about the work of famous artists, such as Picasso and Lowry. Each year the teachers and parents arrange an Art Day. Pupils in Years 2 and 6 spoke very enthusiastically about how a 'Rainforest' had been created in the playground during the last Art Day. Photographic evidence shows pupils making large birds and working on exciting activities with great enjoyment.

80. No **design and technology** lessons took place during the inspection. Nevertheless, the evidence from the pupils' work, and discussion with the co-ordinator, indicate that standards at the end of Years 2 and 6 are similar to those seen in other schools and that achievement is satisfactory. There has been an improvement since the previous inspection, when there was no policy or scheme of work and provision and standards were identified as unsatisfactory. The co-ordinator has only recently taken over the role and has made a sound start in evaluating provision and identifying areas for improvement. He has implemented a scheme of work to ensure that pupils cover the necessary skills and knowledge; improved and centralised resources and is aware of the need to ensure consistency throughout the school by monitoring and evaluating curriculum planning and teaching.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Throughout the school, good teaching enables pupils to achieve well and attain standards that are higher than in most schools.
- Very good subject leadership ensures an excellent balance between the music curriculum and extra-curricular opportunities.
- The standards achieved by pupils in activities outside school are very high.

Commentary

81. Music is a significant strength of the school. From their earliest days in school, when music making is such a regular experience in the Foundation Stage, pupils delight in singing, playing instruments and learning about music from different cultures and times. These positive attitudes and good quality of learning are the product of consistently good teaching by class teachers and visiting specialists. Pupils' good achievement is evident in standards at all ages being higher than in other schools. The skills, knowledge and understanding, demonstrated by pupils of all abilities, develop systematically, as pupils move up through the school. This was seen in a lesson in Year 1 in which very good teaching developed pupils' understanding of how symbols could be used as a simple notation to guide performance of high and low sounds on percussion instruments. By Year 2, pupils are composing very creative interpretations of songs they had written about the weather. The notation was more complex and the range of instruments was wider than those normally found. Pupils provided perceptive evaluation of each pair's performance, correctly identifying aspects of timbre, tempo, dynamics and structure that they heard. In trios, pupils in Year 3 showed, through their 'musical pictures', a more developed understanding of the principles of composition and the function of notation. Their vocal performance of low and high sounds was particularly skilful, as the teacher led them through complex patterns.
82. The good quality of teaching includes thorough planning of activities that build step-by-step on previous learning. Where pupils' performance could be better, teachers are quick to provide the necessary guidance. Pupils, therefore, experience success at many points in a lesson. Success reinforces enjoyment and this is maintained through to Year 6, where a class was observed working enthusiastically and co-operatively in groups of four or five with a visiting teacher. In this first of a series of lessons on rap music, pupils performed with confidence and showed genuine appreciation of one another's performances. Evaluations of performance

were constructive and always identified the good features before suggesting areas for improvement. Past work by pupils in Year 6 confirms high standards and exciting work has resulted from using computer programs to produce very sophisticated compositions.

83. The enthusiastic, knowledgeable subject co-ordinator provides very good leadership. She has developed a very broad and well-balanced curriculum that offers a wide range of stimulating learning opportunities. Thorough monitoring of provision gives her a good understanding of pupils' standards, the quality of teaching and the short- and long-term priorities for subject development. She is supported well by a good number of colleagues with musical expertise. This ensures that pupils' learning progresses systematically across the school. These colleagues also make a very good contribution to musical activities outside lessons. A very good range of activities is provided, including five recorder classes, two choirs and opportunities for pupils to learn guitar, violin, cello and brass. The standards achieved by pupils receiving choral and instrumental tuition are often very high, as was evident in an assembly that included performances by a choir and an ensemble recorder group. Music is a prominent feature of assemblies, whether they are acts of worship or celebrations of pupils' achievements. The co-ordinator has produced a thoroughly planned programme for assemblies that provides an excellent range of music for listening and appraisal. A wide range of cultures, styles and historical periods is represented in this material. Pupils learn about the artist, composers, country of origin, structure and place on the musical timeline. This is indicative of the highly innovative approach to music in the school and of staff commitment to a richness of musical experience for pupils. A most recent development has been the school's involvement, through the music and information and communication technology co-ordinators, in a three year action research project at the University of Bristol. This has explored the use of computer programs for musical composition and has added another dimension to an already impressive aspect of school life and pupils' learning.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good and lead to pupils' good achievement by the end of Year 6.
- There are good opportunities for pupils to participate in sporting activities outside the school day.
- The curriculum lacks balance between areas of activity.
- Leadership and management are unsatisfactory.

Commentary

84. While the quality of teaching and learning is good overall, it is very good in Years 5 and 6. This results in pupils' standards in dance and swimming being above expectations and better than are found in most schools. The standards seen in games in Year 2 match those found in most schools. Several teachers have high levels of subject expertise and this is one of the significant factors in the good and very good teaching. In Year 4, pupils' learning and achievement in games, and that of pupils in Year 5 in swimming, are examples of very successful guidance by teachers based on their own subject knowledge. However, there are also examples of good teaching in situations where a teacher's knowledge is at a more basic level, but, by applying strengths in organisation and providing feedback, the teacher is able to have good impact on pupils' learning. This was very evident in a Year 6 swimming lesson. Time is used very efficiently for the teaching of swimming so that although the blocks of weekly lessons are only a half term a year, pupils make good progress and achieve well. Pool-based instructors contribute well to the programme, advising teachers when appropriate and relating well to pupils. The quality of stroke technique of pupils of average and above average ability is often very high.
85. Dance is an element in the performing arts project currently being led by visiting secondary teachers and the very good teaching is resulting in good achievement by pupils in Year 6.

Pupils maintain high levels of activity, collaborate well in small groups, and show creativity and dynamism in the sequences that they choreograph.

86. Outside lessons, there are good levels of involvement by pupils in sporting activities, both at lunchtimes and after school. The well-organised lunchtime provision is a significant reason for pupils' very good behaviour at this time of the day. Staff, parents and specialist instructors make good contributions to this programme of clubs and competitions. However, all activities have to be outdoors due to daily external bookings of the school hall that prevent school use for clubs such as gymnastics or dance. The consequence is a games-dominated programme. This, in turn reflects an imbalance in the physical education curriculum.
87. Strengths in pupils' standards and the quality of teaching at the time of the last inspection have been maintained. However, there has been no attention to weaknesses found at that time, nor has there been any constructive monitoring and evaluation of the curriculum, pupils' standards or the quality of teaching. This indicates that subject leadership and management are unsatisfactory. The lack of assessment of pupils' learning at the time of the last inspection has not been addressed. There are still no procedures for assessment, other than testing in swimming. There is a disproportionate allocation of time to games at both key stages. In Years 1 and 2, where the recommendation is a third of curriculum time being devoted to each of dance, gymnastics and games, half of the time available is devoted to games. There is a similar imbalance in Years 3 to 6. It should also be noted that the amount and range of games equipment is insufficient for a school of this size. While the subject co-ordinator focuses almost exclusively on extra-curricular provision, the learning opportunities for pupils in lessons go unmonitored and this is unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Pupils' personal, social and health education is planned in a consistent manner.
- Skills in citizenship are promoted very successfully through the school council.

Commentary

88. The school has made improvement in pupils' personal education by developing a policy and scheme of work, which includes attention to healthy living, sex, drugs and race awareness. Personal, social and health education is firmly embedded into the curriculum in subjects, such as science and religious education, and all pupils learn the responsibilities of living in a community. The implementation of weekly 'circle time' sessions for each class has improved pupils' ability to listen to what others have to say and given pupils opportunities to appreciate and celebrate the cultural differences within school. These sessions contribute significantly to the good attitudes and relationships seen, and ensure that the school operates as a harmonious community. Pupils are given good opportunities to take responsibility within school, such as when they take attendance registers to the school office, or set out equipment in the classrooms. They are eager to perform these tasks and do so efficiently. The co-ordinator leads the subject effectively and has brought about recent improvements, which include the purchase of good resources. The subject supports learning in other curricular areas, particularly English, as all lessons have a literacy focus.
89. Pupils are given opportunities to influence their own learning through the school council and to become involved in community issues. For example, they have recently agreed to purchase parasols to provide shade in the playground; have participated in a traffic survey to raise awareness of safety issues around the school and are currently discussing a charity appeal for a local hospice. The school council provides representatives for the Bristol Schools' Parliament and that gives them the opportunity to share their ideas with pupils from other local schools and to experience democracy at first hand.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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