

INSPECTION REPORT

ELMLEA JUNIOR SCHOOL

Westbury-on-Trym, Bristol

LEA area: City of Bristol

Unique reference number: 108982

Headteacher: Mrs S Anstey

Lead inspector: Mrs P C Cox

Dates of inspection: 2nd – 4th February 2004

Inspection number: 256054

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Junior |
| School category: | Community |
| Age range of pupils: | 7-11 |
| Gender of pupils: | Mixed |
| Number on roll; | 296 |
| School address: | The Dell Westbury-on-Trym Bristol |
| Postcode: | BS9 3UF |
| Telephone number: | 0117 377 2266 |
| Fax number: | 0117 962 2134 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr Jerry Cowhig |
| Date of previous inspection: | 23 rd March 1998 |

CHARACTERISTICS OF THE SCHOOL

Elmlea is a large junior school situated in a suburb in the northwest of Bristol. There are 296 pupils on roll from seven to 11. About 15 per cent of pupils are from ethnic groups other than white British, and come from a wide range of ethnic backgrounds. Almost all pupils have English as their first language. Three per cent of pupils are entitled to free school meals, a proportion that is below the national average. About 12 per cent of pupils have been identified as having special educational needs, a proportion that is also below the national average. The pupils have a wide range of needs and five of them have a statement of special educational needs. Most pupils live near to the school, in an area of owner-occupied housing. Attainment on entry to the school is well above average overall, although the pupils presently in Year 6 entered the school with attainment that was above average. The school is part of an Education Action Zone. It received a Schools' Achievement Award in 2001 and 2003.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------|----------------|--|
| 19178 | Mrs Pat Cox | Lead inspector | Science Information and communication technology Design and technology |
| 12289 | Mrs Sue Burgess | Lay inspector | |
| 22397 | Mr Stuart Fowler | Team inspector | Mathematics Art and design Music Physical education Personal, social and health education Special educational needs |
| 27240 | Mr Tony Hooper | Team inspector | English Geography History Religious education English as an additional language |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many strengths. The teaching is good and, as a result, the pupils achieve well. Provision for pupils' personal development is good and, therefore, they behave well. Leadership and management, and governance, are very good and the school provides good value for money.

The school's main strengths and weaknesses¹ are:

- All pupils achieve well in English, mathematics, science, information and communication technology, music and swimming, although their listening skills are not developed to the same level as their other skills in English;
- The quality of teaching is good, and often very good or excellent, particularly in Year 6;
- Leadership, management and governance are very good;
- The school provides very well for equal opportunities for all pupils;
- Links with parents are very good;
- Some pupils do not present their work carefully enough.

The school has improved well since its previous inspection in 1998. Deficiencies in the curriculum and standards in a number of subjects have been addressed, and assessment is better. The teachers' expectations have risen and leadership and management have improved. All statutory requirements are now met. Standards have risen overall and teaching has improved.

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 | A | A* | A* |
| Mathematics | A | A* | A* | A |
| Science | A | A* | 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.*

Achievement is good overall. Standards have been well above the national average in English, mathematics and science for some years and in 2002 were in the top five per cent nationally in mathematics and science. In 2003, the results were in the top five per cent in English and mathematics. Test results have also compared very well with those of schools with a similar intake and in 2003 the results in English were in the top five per cent of this group. The test results have risen faster than the national trend and exceeded the realistic targets that had been set in English and mathematics. Pupils enter the school with standards that are, overall, well above the national average, but the standards on entry of the pupils presently in Year 6 were somewhat lower, as a higher proportion of this year-group have special educational needs. They have made good progress and their attainment is well above the national average in English, mathematics and science. However, standards in listening are not as high in are other aspects of English and some pupils do not present their work carefully enough.

The pupils also do well in information and communication technology, music and swimming, where the standards are higher than is usual for their age. It was not possible to judge overall standards in physical education. In all other subjects, the pupils' achievement is satisfactory and standards are similar to those of others of their age, although standards are rising in religious education because the provision is good. The achievement of the more able pupils and those with special educational needs is good because the school ensures that the tasks they are set are designed well for their needs.

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

The school provides well for the pupils' personal development, including their spiritual, moral, social and cultural development and works hard to ensure that they behave well. Their attitudes and relationships are satisfactory; many pupils work co-operatively with each other, although there are some who find it difficult to take turns with others. The pupils are evidently confident and self-assured. There is little oppressive behaviour and, when it occurs, it is dealt with effectively. Attendance is well above the national average and punctuality is good.

QUALITY OF EDUCATION

The school provides its pupils with a good quality of education. Teaching is good overall; it is often very good, and occasionally excellent, particularly in Year 6. English, mathematics, science and music are taught well, so that the pupils build on their skills and knowledge effectively. Teachers have good subject knowledge in most of the areas they teach and have high expectations of what their pupils can achieve. They set work at a suitable level for all abilities and consequently all are enabled to do well. The best teaching in the school is vibrant and exciting, inspiring the pupils and engaging them completely so that they are totally absorbed in their work and make rapid progress. The school has put a particular emphasis on developing the pupils' thinking skills throughout the curriculum and this is beginning to have a positive impact on the pupils' ability to consider issues in depth. The teachers use questioning well to explore and develop these abilities. There are good assessment procedures to support the teachers and these are used well in planning for further work and meeting the needs of individual pupils.

There is a good curriculum, providing effectively for the pupils' personal, social and health education and giving a sound balance of subjects, with an interesting variety of visits and visitors to enliven their experience. The pupils benefit from a good range of extra-curricular activities.

The school cares for pupils well and provides them with very good personal advice and support. They are involved well in decision-making and their views are taken into account effectively. There is a very good partnership with parents, who give considerable support to the school. In particular, their fund-raising has provided considerable resources for the school. Links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher has a clear vision for the school and leads the drive for higher standards. The senior management team provides strong support and the staff work together very well as a team. Co-ordinators lead their areas of responsibility well, and some do so very well. The school uses self-evaluation well to identify areas for improvement and takes effective measures to improve provision. Improvement planning and financial control are very good. The governors carry out their role very effectively and are closely involved in shaping the direction of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have high regard for the school, which is deservedly popular. The pupils enjoy school and say that their lessons are interesting.

IMPROVEMENTS NEEDED

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

- Improve the pupils' listening skills;
- Ensure that the pupils present their work neatly.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils achieve well overall and standards are particularly high in English, mathematics and science.

Main strengths and weaknesses

- Pupils do well in English, mathematics and science and standards are well above the national average.
- Pupils also achieve well in information and communication technology, music and swimming and standards are higher than those in other schools.
- The pupils with special educational needs achieve well.
- Standards in listening are lower than in speaking, and some pupils do not present their work carefully enough.

Commentary

1. The results of the national tests in English, mathematics and science have been well above the national average for some years. They have often been in the top five per cent nationally: this was the case in English in 2000 and 2003, in mathematics in 2000, 2002 and 2003 and in science in 2002. In 2003, all pupils reached the expected level in mathematics and science and almost all in English. The proportion reaching the higher level was very high, with almost two-thirds of pupils reaching the higher level in English and science and over half in mathematics. The results also compared well with similar schools, even at the higher level, so that they were well above the average in mathematics and science and in the top five per cent in English. The results suggested that the pupils made better progress than most pupils nationally and much better progress than those in similar circumstances. The school set realistic targets for the pupils, based on their attainment at the end of Year 2, and exceeded them in both English and mathematics.
2. The attainment of the pupils on entry to the school is well above the national average overall, but that of the present Year 6 was above, rather than well above, average. Standards at the end of Year 6 are presently well above average in English, mathematics and science, representing good progress since the arrival of these pupils at the school. The pupils talk articulately, read very well and write fluently, but their listening skills are only at an average level. They are very competent mathematicians and use their skills well to solve mathematical problems. They have a wide range of scientific knowledge and carry out scientific enquiries with a good understanding. The pupils achieve well in these subjects, and also in information and communication technology, where they use their competence across the curriculum well, and in music, because the teaching is good. Although the pupils' attainment in religious education is similar to that in other schools, standards are rising because the provision is good. However, standards of presentation are inconsistent. Some pupils work neatly and carefully, while others do not take sufficient care in forming their letters or setting out their work tidily.
3. Standards in other subjects are comparable with those of others of their age. Although it was not possible to judge standards in physical education, it is evident that attainment in swimming is higher than in other schools. Overall, standards have improved well since the previous inspection. In English, mathematics and science they have risen faster than the national trend. The deficiencies in art and design, design and technology, history and geography have been rectified. Boys and girls achieve equally well and, unlike the national picture, there is little difference between the standards they attain. The school has found, however, that the girls tend not to do as well in science as the boys and it is putting appropriate procedures in place to identify the reasons for this. The more able pupils now achieve well and reach the standards of which they are capable in most subjects, because they are given appropriately challenging work for their ability, unlike at the time of the previous inspection when they were not doing well

enough. The pupils from minority ethnic groups do not, on the whole, reach the same high standards as those of white British backgrounds. However, the school's tracking records demonstrate that they make the same good progress as other pupils.

- Pupils with special educational needs make good progress in relation to the targets set for them. They are provided with good levels of support from their teachers and the learning support assistants. Pupils' targets are regularly evaluated and reviewed, and new targets are set to aid progress, when required. These targets are specific, appropriate and measurable and this helps to ensure that good progress results. Pupils are removed from the school register for special educational needs when they have achieved the required standards. Almost all pupils achieve the national standards by the time that they leave the school.

Standards in national tests at the end of Year 6 – average point scores² in 2003

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 31.1 (29.8) | 27.0 (27.0) |
| Mathematics | 30.5 (30.8) | 27.0 (26.7) |
| Science | 31.3 (31.4) | 28.8 (28.3) |

There were 71 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

The pupil's attitudes to school are satisfactory and their behaviour is good. The school promotes their personal development well. Pupils' attendance and punctuality are very good.

Main strengths and weaknesses

- The school promotes pupils' spiritual, moral, social and cultural development well.
- Most teachers have high expectations of behaviour from pupils, but this is inconsistent.
- The pupils are enthusiastic about what the school offers them and they enjoy coming to school.
- Attendance is very good and the pupils come to school on time.

Commentary

- The daily assemblies make a good contribution to the spiritual development of pupils. They also make good contributions to enhancing a sense of self worth, for example when pupils play their instruments during them. The sporting activities are an effective way of helping the pupils to work as members of a team, as well as encouraging a sense of right and wrong by having to follow a code of rules. The annual residential trip for Year 6 is a valuable way of developing the social skills of older pupils.
- There are sensible rules displayed in classrooms, of which all pupils are aware. These help them to live harmoniously in a community and teach them about acceptable and unacceptable behaviour. The pupils are actively involved in charitable fund raising, for example, for local charities as well as ones further afield, such as shoeboxes for Romanian orphans. This fosters a sound awareness of the needs of others. The pupils, themselves, suggest the charities to support and there is a charitable initiative each term. The school gives some suitable opportunities for pupils to use their initiative, such as helping at assemblies. The school council enables the pupils a have a meaningful say in school development. The school is very much aware of the need to teach the pupils about the variety of cultures that are part of modern Britain, particularly as the full diversity of cultures is not represented in the immediate locality. This is done well, much of it through religious education lessons but good displays, visits from

² **Average Points Scores.** The average points 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.

musicians and dancers from different cultural heritages also enrich this part of school life. This is an improvement since the last inspection.

7. In lessons, pupils generally work well and are co-operative. However, standards of behaviour vary. Most teachers manage the pupils' behaviour well, and when the teaching is outstanding, so is the pupils' behaviour. They listen with rapt attention, concentrate very well and co-operate in their work. The lessons proceed very rapidly, because the pupils are quiet and extremely co-operative. However, not all teachers are as effective at managing behaviour. In some lessons, many of the pupils are not good at listening to each other and their teachers. As a result, not all the time in lessons is used productively. The classrooms are often noisy, making it more difficult for pupils to concentrate. The pupils mainly behave well when they move around the school, although there are occasions when they are boisterous.
8. Pupils with special educational needs enjoy good relationships with their support assistants and work effectively as individuals or in small groups. They try hard and are happy to be withdrawn from lessons when required to do so.
9. In the playground and at lunchtimes, the behaviour is mainly good. There is effective supervision at playtimes and lunch, which helps to maintain an orderly atmosphere. The pupils say that they feel safe at playtimes and that there is very little bullying. They are happy to talk to members of staff about any bullying that does happen and that 'the problem would be sorted out' by relevant staff. Pupils enjoy coming to school and this is reflected in the attendance figures and punctuality. The attendance figures put the school in the top ten per cent of schools nationwide. There is little lateness, and there is no pattern of regular lateness by individuals or groups. The school has appropriate measures for monitoring attendance and punctuality. There have been no exclusions in the last school year.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.9 | 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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a good quality of education. Teaching, learning and the curriculum are good.

Teaching and learning

Teaching and learning are good. There are good assessment procedures, which are used well.

Main strengths and weaknesses

- The teachers plan their work very well, and use their assessments effectively to guide their planning.
- The teachers have high expectations of the standards the pupils can reach and their teaching is enthusiastic.
- The teachers promote equality of opportunity very well and the teaching of pupils with special educational needs is good.
- Questioning is especially skilled and makes a good contribution to developing the pupils' thinking skills.
- The pupils' behaviour is usually managed well, and sometimes very well, but there are inconsistencies.

- Homework is used well.

Commentary

10. Teaching is good and, therefore, the pupils learn well. It was at least satisfactory in all lessons observed, usually good, and sometimes very good or excellent. This is reflected in other inspection evidence. The school has worked hard since the previous inspection to develop the quality of teaching, which has improved well. Teaching is good in English, mathematics, science, information and communication technology and music. It is particularly strong in Years 5 and 6, where it is sometimes excellent. It is satisfactory in Year 3. The skills of literacy, numeracy and information and communication technology are taught well across the curriculum, so that the pupils have numerous opportunities to develop and use them.
11. Enthusiasm is a particular characteristic of the teaching in the school and, when the teaching is most effective, the teachers carry pupils along with their own energy and enjoyment, enabling them to learn very well. An appropriate atmosphere is established in these lessons, so that the pupils are totally involved in their work and do their best to succeed. Teachers develop the pupils' speaking and listening skills very well. There is a strong rapport with the pupils and humour is used well to encourage and involve them. The teachers use resources imaginatively, including information and communication technology, as was evident in a science lesson in Year 6. The school has been successful in putting strategies in place to develop the pupils' thinking skills. As a result, all teachers use questions in a sophisticated and probing way, so that the pupils consider the topics in some depth and from different perspectives.
12. In almost all lessons, the teachers have good subject knowledge and their planning is very detailed and careful. They have a clear idea of what they want their pupils to learn and set tasks that are designed well to achieve these objectives. The teachers' high expectations are demonstrated by the challenging and interesting work they set for their pupils. Their management and organisation of their classrooms and pupils is good, so that most lessons move on briskly and little time is lost. The management of the pupils' behaviour is always at least satisfactory but is inconsistent. The discipline is exemplary when the teaching is most successful. However, the pace drops in some lessons and time is lost when the teachers' methods of settling the pupils to their work are less effective. Classrooms sometimes become very noisy and, on these occasions, the pupils find it difficult to listen and to concentrate.
13. The school ensures that all pupils are fully involved in all that it has to offer, and teachers are careful to ensure that those who miss part of a lesson, for example when having additional music tuition, cover the work they have missed. They are aware of those who are responding and make sure that reticent pupils have opportunities to participate in discussions. The pupils from minority ethnic backgrounds are always fully involved in group-work. There are effective systems for assessing the standards of the pupils' work and the progress they are making. The teachers use these well in order to plan further lessons and to ensure that the work they set is at a suitable level. They often set different levels of work for pupils of different ages and levels of attainment, so that all are able to build on their knowledge and skills in a consistent way. The more able are given work that challenges and stretches them so that they attain the levels of which they are capable. Marking is usually used well to support the teachers' assessments and to help the pupils to know what they must do to improve, although it is not always consistent between classes.
14. The teachers plan their lessons well to extend the pupils' research and investigative skills and their ability to work independently. They work hard to use a range of methods to develop the pupils' ability to work together co-operatively and collaboratively. In this they are often successful, although some pupils find it difficult to take their turn, to share and to work as part of a team. Homework is used well; pupils throughout the school receive a balanced programme, which is linked carefully to their classroom work. Consequently, the pupils develop their skills and knowledge in a consistent way.
15. The teaching of pupils with special educational needs is good. The pupils learn well at their own pace because of the good quality individual learning programmes that are provided and the support that they receive from teachers and learning support assistants within lessons. The learning support assistants are very effective because they liaise closely with the co-ordinator for special educational needs and class teachers, and feel part of a professional team. They give good support to both the individuals in their care and to groups in lessons. Teachers are

particularly good at planning work to meet the needs of pupils with different levels of ability within their class. Clear records are kept and effective monitoring by the co-ordinator and class teachers contributes to the good progress of all groups. The pupils with special educational needs are assessed regularly and a wide variety of information is recorded to help identify pupils' current attainment. The information gained is used most effectively to provide suitable new work for individual pupils. This enables most of the pupils with special educational needs to achieve national standards by the time that they leave the school.

Summary of teaching observed during the inspection in 29 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 2 | 6 | 14 | 7 | 0 | 0 | 0 |

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

The curriculum

Curriculum provision is good. It is enriched by a good range of extra-curricular activities, particularly in sport, dance and music. Accommodation, though cramped, is satisfactory and the resources provided by the school are good.

Main strengths and weaknesses

- Provision and support for pupils with special educational needs are good.
 - The curriculum is enriched by a good range of clubs, educational visits and visitors.
 - Provision for personal, social and health education is good.
 - Resources are good.
 - The school benefits from being part of an Education Action Zone.
 - The accommodation is cramped.
16. At the time of the previous inspection, there were weaknesses in the depth of coverage for history, geography, art and design and technology and this was affecting the progress that pupils made in these subjects, this is no longer the case. The school has considered the time allocations for each subject area and now plans carefully to ensure appropriate coverage for all subjects, taking account of mixed-aged classes. All pupils are given equal access to all areas of the curriculum. Subjects are often linked appropriately to enhance learning and there is good application of literacy and numeracy skills across the curriculum. The recent implementation of the 'Thinking Skills' programme is having a positive impact in developing the pupils' ability to consider issues and ideas in greater depth.
 17. Provision and support for pupils with special educational needs are good. These pupils now make good progress, which is an improvement since the time of the previous inspection. Assessment is used effectively to ensure that the work provided for pupils with special educational needs is closely matched to their needs. The pupils receive good support from learning support assistants in English and mathematics, although support in other curricular areas is less well developed. Their individual education plans are of good quality. Pupils with a statement of special educational needs are provided with most suitable support.
 18. A comprehensive programme of clubs, visits and visitors enriches the curriculum well. Extra-curricular provision includes clubs for football, netball, dance, drama, chess and art. Pupils have opportunities to participate in recorder groups and a school orchestra, whilst pupils in Year 6 have a residential experience based on outdoor pursuits. A good range of visits is made to enrich the curriculum. The school also organises special focus weeks, such as those for art, science and drugs awareness. All of these experiences enrich the curriculum and provide pupils with good opportunities for learning. Provision for personal, social and health education is good. The co-ordinator has implemented a suitable policy and scheme of work that includes sex, drugs and race education. There is a flourishing school council that has members from every class within the school and school representatives attend the local Zone Parliament, at which they discuss issues with pupils from other local schools.

19. There have been significant improvements in resources in most curricular areas, which are now good. As part of an Education Action Zone, the school has access to additional funding that brings significant benefits in additional resources. There have been considerable improvements to the school accommodation since the time of the previous inspection, such as a new computer suite. However, the accommodation remains cramped and there are occasions when lack of accommodation restricts some activities. For example, when groups of pupils are withdrawn for additional support, they often work in corridors where they are subject to a variety of distractions. Corridors are narrow and this contributes to the high level of noise that is sometimes heard as the pupils move around the school. Despite these weaknesses in accommodation, the school is well maintained and kept very clean by the caretaker and cleaner.

Care, guidance and support

The school makes good provision for pupils' care, welfare, health and safety. It offers them very good support, advice and guidance. Pupils are involved well in the life of the school.

Main strengths and weaknesses

- There are well-established systems of support, advice and guidance.
- Very good induction procedures involve parents and their children.
- The school provides a safe and secure learning environment.
- Pupils' ideas are taken into account and their ideas valued well.
- The pupils are not always supervised as they move around the school.

Commentary

20. Teachers have a clear idea of pupils' progress and give good guidance on how to improve. Some parents feel that 'position in class' statements would be a useful indication of their child's progress. However, this is not necessary, as the school's systems work effectively, so that the pupils have good advice and support. Their achievements and personal development are celebrated regularly by class reward systems devised by the pupils with their teachers. Parents and governors have recently worked together to redefine the school's core values, and these are now prominently displayed for pupils' consideration. These systems operate well and have a positive impact on the pupils' behaviour.
21. There is close communication with the infant school on an adjacent site, where pupils in Year 2 have very good opportunities to become familiar with the junior school during visits to productions, assemblies and to meet their year teachers. A buddy system between Years 2 and 5 ensures that, by the time the new school year starts, the youngest pupils have the reassurance of some familiar faces in Year 6. There is also a parents' meeting for those whose children are new to Year 3 and good liaison between teaching staff.
22. Pupils are looked after well, as was the case at the time of the previous inspection. Staff and governors are vigilant in matters of health and safety on a day-to-day basis and also conduct regular inspections of the premises. During 'safety week', the pupils enjoyed visits from representatives of the emergency services, including a very popular police dog. The interesting grounds are kept litter free and there are detailed plans to enhance the existing play space to make it more interesting. Good child protection arrangements are in place and all staff have had recent training. There is a good level of involvement by pupils in the life of the school. Class meetings and the fortnightly full school council proceedings involve a two-way exchange of ideas on such matters as school dinners and playtime concerns. However, there are occasions when the pupils are not supervised sufficiently as they move around the school. As a consequence, they become rather noisy and boisterous.

Partnership with parents, other schools and the community

Links with other schools and the local community are good. The partnership between the school and parents is very good and pupils greatly benefit from their involvement.

Main strengths and weaknesses

- Parents are supportive of the school and value what it has to offer.
- There is a very effective partnership between home and school.
- There are strong links with both the local and wider community.

Commentary

23. The positive views of parents on almost every aspect of school life reflect a high level of satisfaction with its work. The few parents who attended the pre-inspection meeting all agreed that their children are happy to come to school and that the headteacher and staff are hardworking and approachable. Most of those who replied to the pre-inspection questionnaire felt that they are kept well informed about their child's progress. This is an improvement since the last inspection, when a significant number of parents did not feel they received sufficient information about learning and progress.
24. Annual reports now clearly indicate pupils' attainment and progress and contain targets for improvement and comments on personal development. Consultation evenings and celebrations are very well attended but more formal meetings, such as curriculum evenings have been poorly attended. The thriving Junior School Association contributes substantial funds each year and recently raised £26,000 for the information and communication technology suite. Many parents also donate a fixed sum to the school. These contributions bring significant benefit to the school's resources.
25. Parents support the school well in practical ways. The school makes very good use of their expertise for events such as last year's 'science week'. Most parents are supportive of their child's homework. The school receives good support from parents of the pupils with special educational needs, who regularly attend review meetings to contribute to their children's learning. Good links are maintained with other schools and the local community, contributing well to the pupils' wider experience. Although pupils in Year 6 may go on to as many as 20 different secondary schools, all pupils are visited by their new Year 7 teachers. The local Education Action Zone has provided opportunities for pupils to take part in events that broaden their experience of life beyond their own school. There are well-established links with local churches and in particular the Baptist Church, whose minister regularly takes assembly. Good business contacts through the governing body have resulted in practical help and offers of resources and, in one instance, the chance for pupils to see the local paper being printed.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Governance is very good.

Main strengths and weaknesses

- The headteacher has led and managed the drive to higher standards very well.
- The governors have a strong role in the vision and direction for the school.
- The senior staff and co-ordinators provide very good teamwork and support.
- Strategic planning is undertaken very well, and staff development is linked well to its aims.
- The business manager is providing very efficient financial management.
- The school provides good value for money.

Commentary

26. The headteacher and deputy headteacher work well together and have a strong commitment to the care of pupils. Leadership and management are more effective now than at the time the

school was previously inspected. All issues from the last inspection report concerning the roles of co-ordinators, school improvement planning and meeting statutory requirements have been addressed successfully. Priorities have focused particularly on raising standards, especially in English, mathematics and science, by targeting areas of weakness with precision. Consequently, they have risen faster than the national trend and the pupils make good progress because the overall quality of teaching has improved. The headteacher and staff work very well as a team, using a range of good monitoring and evaluation strategies to ensure that the work of the school continues to improve. Consequently, weaknesses have been identified and addressed. The senior management team is hard working, highly committed and supportive, with a key role in supporting the drive for improvement.

27. The school has worked hard to develop the role of subject co-ordinators, so that they undertake their roles well. Some are very effective in their work. The co-ordinators manage budgets and resources effectively, and ensure that there are sound schemes of work for their subjects. Because the school carries out regular reviews of the standards of pupils' work and the quality of teaching, co-ordinators are well informed about where improvements need to be made. They plan and implement their development plans for their subjects effectively, taking full responsibility for leading initiatives. Planning for school improvement is very good overall. The plan provides a clear sense of direction for the school for the future, both in the long and short term. It is organised very well, in an innovative way and the staff work effectively in teams to take responsibility for carrying out the initiatives. Performance management is fully in place and operates effectively. Targets that stem from discussion are linked effectively to whole-school and personal professional development needs.
28. The school has a commitment to equal opportunities and the inclusion of all pupils and this works very well. The systems for tracking the performance of the pupils whose first language is not English, and those from minority ethnic groups, works well and these pupils are integrated very well into the life and work of the school. Those with special educational needs are provided for well. The co-ordinator is knowledgeable and her management is good. She has clear procedures for dealing with pupils with special educational needs and a good understanding of the Code of Practice. The governor with responsibility for this aspect has a background in special educational needs and, consequently, gives good support to the school.
29. The governors make a very purposeful contribution to the work of the school and fulfil their statutory duties well, an improvement since the previous inspection. They show considerable enthusiasm, commitment and loyalty. There is a good balance of experience and expertise. The chair of governors is well informed and has a good working knowledge of the school. Governors have improved their working practices through more active committee work and by becoming very involved in the monitoring and planning processes. They evaluate the work of the school well and have a good understanding of how the school compares with others.
30. The school's business manager has proved a valuable addition to the senior management team. He manages the long-term and day-to-day finances very well and provides the headteacher and governors with up-to-date information, enabling them to monitor expenditure carefully. In addition, he ensures that non-educational issues, such as building work, are dealt with smoothly and efficiently. The school has a good understanding of the how to gain the best value from the decisions they make. There is a clear link between the intended expenditure and the educational priority of raising standards. The governors take a very responsible view of their role in financial planning and monitor expenditure thoroughly through the year. There are prudent reserves to support the school's longer-term plans and these are used appropriately. Taking into consideration the standards achieved, the quality of teaching, the leadership and management of the school and the lower than average funds available to the school, it provides good value for money.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 666,261 | Balance from previous year | 21,603 |
| Total expenditure | 643,563 | Balance carried forward to the next | 44,301 |

| | |
|-----------------------|-------|
| Expenditure per pupil | 2,103 |
|-----------------------|-------|

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2³

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and all pupils achieve well.
- Standards of listening are not as high as those in speaking.
- The use of literacy in other subjects is well planned and successful.
- Marking is not always consistent between classes.
- The presentation of pupils' work is sometimes untidy.

Commentary

31. Standards in English have been consistently high in recent years and higher than at the time of the previous inspection. This is evident in national test results over the last few years, although there has been some variation year on year because of the make up of particular groups of pupils. The results in English for 2003 were well above those found nationally and above average in comparison with those in similar schools. The pupils currently in Year 6 are also on track to achieve well above average standards. Pupils enter the school with attainment that is above the national average and achieve well by the end of Year 6.
32. The pupils, including those from minority ethnic groups, pupils with special educational needs and the more able, achieve well throughout the school. Pupils with special educational needs are supported well, and every effort is made by staff to raise their attainment through carefully planned work. Most pupils speak confidently and are articulate. However, they do not always listen attentively to each other. Staff work hard to help pupils to extend their vocabulary by their own use of language. This is often part of the lesson planning and, as a result of this, pupils become familiar with words like 'paradigm' and learn what they mean. Pupils begin to be more adventurous in their own word choices and use words like 'berated' to add colour to their work.
33. Pupils achieve well in reading, with the development of their knowledge and enjoyment of books going hand in hand with the development of their reading skills. Standards are well above average by the end of Year 6. All pupils are encouraged to read with parents and carers at home and this helps them to move forward well. Pupils are developing preferences for the work of different authors. The school teaches library skills effectively and pupils know how to find books and information by using alphabetical order and the Dewey system. The library is centrally situated and is an attractive and welcoming room. There are plenty of books and they are well suited to the needs of the pupils. Parent helpers are very involved in the library and regularly come in to help with, for example, cataloguing the stock. They also take small groups of pupils and help them improve their library skills. The resources are very good, and this ensures that there are plenty of high quality materials to stimulate the interest of pupils.
34. The school has focused on helping pupils to achieve high standards in their written work. The co-ordinator has planned a programme of written work that has promoted this successfully. Pupils are very productive and the amount and range of writing in their books is impressive. They are encouraged to be imaginative in their use of language and pupils in Year 4 produced some striking work on the theme of 'Colours', for example, 'Red is a barbecue, sizzling with beef' and 'Blue is the feel of calm closing in on you'. However, the presentation is not always of a high enough standard. Most marking is good. It is always supportive and refers to the

³ Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

specific aims of each piece of work. Much of it contains comments that help pupils to improve their work, however, this is not always the case.

35. Teaching and learning are good. The pupils concentrate well and work hard in most lessons. Teachers use questions well to develop pupils' skills in speaking and lessons have a good balance between direct teaching and pupils practising what they have learned through written work. There are attractive displays to celebrate pupils' work in classrooms and other areas of the school. Many of these are word-processed and information and communication technology is used regularly and soundly in the subject. Pupils draft their work on computers and teachers use interactive whiteboards and data projectors as a regular part of their teaching. The co-ordinator manages the subject very effectively. She monitors work and analyses the results of the national and other tests to target any areas of weakness. The assessment procedures are very thorough and help staff to see how groups and individuals are progressing.

Language and literacy across the curriculum

36. Language and literacy are used well across the curriculum. The school has focused on pupils developing their literacy skills in all subjects. This has resulted in pupils writing extended pieces in history and religious education, instructions in design and technology and science and note-taking in geography. The teachers recognise that there are other areas that can be developed and are building on the success that they have already achieved.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and pupils achieve well.
- There are effective setting arrangements for pupils in Year 6.
- There is good emphasis on problem solving.
- The leadership of the co-ordinator is good.
- Assessment and analysis of performance data is used effectively to monitor progress.
- The presentation of work is inconsistent.

Commentary

37. Standards in mathematics are well above average by the end of Year 6. In the 2003 national tests, standards were in the top five per cent nationally and all pupils achieved the national standard, with more than half reaching the higher level. The standards of the present Year 6 are lower, as a higher proportion of this year group have special educational needs. However, they are on course to attain well above the national average because they are making good progress. The pupils in the current Year 6 successfully develop their own strategies for problem solving and identify the information that they need. Most pupils have a good understanding of fractions, and they readily identify equivalent fractions and reduce a fraction to its lowest terms. Pupils undertake work in addition and subtraction confidently and very competently, as well as in a range of multiplication and division forms. They explain their calculations, use correct terminology and use their numeracy skills well in other areas of the curriculum. Pupils with special educational needs, supported well by teachers and learning assistants, achieve as well as their classmates. As most pupils enter school with above average standards, this represents good progress and an improvement since the time of the previous inspection when progress was only satisfactory.
38. Overall, the quality of teaching is good and pupils achieve well. Lessons are planned carefully to meet the needs of pupils with different abilities and this has a positive impact on standards. The 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 the learning of the pupils they support. Lessons have good pace, because teachers usually challenge pupils to finish their work within a set time limit. All teachers 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.

39. The school has recently implemented arrangements for pupils in Year 6 to work in ability groups and this has proved very effective in supporting pupils with a range of different learning abilities. There is good emphasis on problem solving throughout the school and this is a strength of the curriculum for mathematics. In most lessons, pupils are encouraged to use their knowledge in practical situations. These opportunities have a positive impact on learning, because they capture pupils' interest and enthusiasm. There is good use of assessment and data analysis to ensure that pupils' progress is monitored closely and that support is targeted appropriately. As a result, tasks are well matched to pupils' needs. For example, pupils with special educational needs are given additional support, through small group sessions. These prove beneficial because the co-ordinator for special educational needs and support assistants are able to provide intensive support where it is most needed.
40. Although the volume of work that pupils produce is very good, the presentation of work is inconsistent. Sometimes teachers pay insufficient attention to ensuring that pupils present work in a legible and pleasing manner and, consequently, pupils' books are often very untidy and the content is difficult to read. The co-ordinator provides good leadership that contributes to the high standards that are seen by the end of Year 6. She has improved resources and monitored planning and teaching. There is now an increasing emphasis on mental mathematics and making the final sessions of lessons more effective. At the time of the last inspection, the most able pupils were not challenged and this is no longer the case. The co-ordinator makes good use of assessment information to monitor the progress of pupils and identify areas of mathematics that need increased focus, if targets are to be met. The co-ordinator has a clear plan for future development.

Mathematics across the curriculum

41. There is good use of mathematics across the curriculum. Pupils use mathematics as part of their work in other subjects and consequently learn the practical application of their skills. Towards the end of Year 6, for example, they apply their mathematical knowledge to help them develop tables, graphs and charts as part of their work in information and communication technology. In information and communication technology, pupils in Year 4 have produced tangrams as part of their work on the Chinese New Year while, in Year 3, the pupils have measured force in newtons during science lessons. Displays in other areas of the curriculum illustrate the use of mathematical skills through the school.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The teaching is good and the pupils achieve well.
- The teachers build on the pupils' scientific knowledge well.
- The pupils have well-developed skills of scientific enquiry.
- Assessment procedures are good.
- The subject is led and managed well and there is a good curriculum.

Commentary

42. The test results in science have been consistently well above the national average for some years, and in 2002 were in the top five per cent nationally. They were well above average in 2003 and well above average when compared with similar schools. All pupils reached the expected level and almost three-quarters reached the higher level. Apart from a dip in 2001, standards have risen regularly since 1999. The pupils presently in Year 6 entered school with lower attainment than is usual for this school, being above, rather than well above the national average overall. They have made good progress and achieved well, and standards are now

well above the national average. The subject has improved well since the previous inspection, when the pupils made satisfactory progress.

43. The pupils carry out a range of experiments very well, using a variety of interesting equipment, making careful observations and using their own methods to record their findings. They select their own resources, design and organise their own experiments confidently, and have a very clear understanding of how to ensure that a test is carried out fairly. Pupils readily explain in detail the life-processes of humans, and have a good knowledge of how living things are categorised. Their understanding of the properties of materials and of electricity and forces is developed to a high level.
44. Teaching and learning are good. Lessons are planned very well, and the teachers ensure that the pupils have structured and well-developed opportunities for designing and carrying out tests of their own ideas. The teachers are also particularly careful to use, and emphasise, the correct scientific terminology, which has a beneficial effect on the pupils' overall learning. Planning takes the needs of different pupils into consideration, so they can all pupils can work at their own level and develop at their own pace. They are encouraged to contribute their own ideas and make choices about how they will proceed. Consequently, their skills of enquiry are advancing rapidly. The teachers have secure subject knowledge, and provide clear instructions so that the pupils know precisely what they have to do. They ensure that the pupils make reasonable predictions of their results, draw conclusions from these and look for explanations. Their high expectations ensure that the pupils are challenged to do their best and that the work builds well on their previous knowledge. As a result, they usually work hard and are totally involved in the lesson.
45. Most pupils show great interest in the subject, displaying good attitudes and enjoying the practical work in particular. Most work hard, concentrate well and are keen to find answers to the problems set. The pupils' behaviour is good overall and they work soundly with other pupils in carrying out activities. However, there are occasions when they do not listen well enough to the teacher or to each other. Their work is not always presented carefully or neatly. Most teachers mark pupils' work well, giving useful comments of support and advice to help the pupils develop their work further, although this is inconsistent. There are good assessment procedures that are used effectively to plan further work. In particular, the teachers carry out assessments before the end of a topic, so that they can address any shortcomings in knowledge before the topic is finished. Science is led and managed well; the co-ordinator carries out her role with commitment. She uses a range of information to monitor and evaluate standards in the subject and has a clear idea of how it needs to develop.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The pupils achieve well and standards in information and communication technology are above those expected.
- Information and communication technology is taught well.
- The resources are good.
- The subject is used well across the curriculum.

Commentary

46. By the end of Year 6, most pupils are very confident when using computers, sending and receiving emails and using the Internet very competently for information. Many of them enrich their project work by researching at home and school and downloading information. They create well-constructed multimedia presentations, adding a background, clip-art and sound to their text. The pupils use a wide range of information and communication technology resources and programs skilfully and they have a well-developed knowledge of how the technology can be used. Their skills have been developed well through their visit to a local learning centre, where

they used control programs to control robots they had built. Standards are higher than they were at the time of the previous inspection, when the pupils were making sound progress.

47. Part of the reason for the improvement is that the school has made a significant investment in additional resources, including a well thought-out, dedicated suite. This is used well to develop the pupils' skills and apply them. Teachers use information and communication technology as an integral part of their teaching and, therefore, the pupils have good access to the equipment. Teaching and learning are good and sometimes very good. The teachers have good knowledge and are confident with the technical aspects of the subject. They have high expectations and, therefore, provide the pupils with tasks that will move them on rapidly, developing their skills well. They plan their work carefully and give clear demonstrations so that the lessons move at a brisk pace. On occasion, while the pupils' learning is satisfactory, the time spent on the management of behaviour interrupts the flow of the lesson, slowing the pace.
48. Lessons overall provide satisfactorily for pupils' personal development and, when the teaching is particularly successful, the pupils work very well together, co-operating in the use of the resources and supporting each other. Usually, the pupils work hard and behave well because they enjoy working on computers. The implementation of a suitable scheme of work ensures that the pupils' skills are developed systematically. The new, enthusiastic and knowledgeable co-ordinator is developing his role well. He has a sound knowledge of the standards being attained and has a good understanding of how the subject can be improved. There are suitable systems for assessing the pupils' attainment and progress and these are used well to plan further work.
49. The subject is resourced well, with a wide variety of equipment and software. The digital projector in the computer suite is proving beneficial to teaching and learning. The school has a number of interactive whiteboards, which are used soundly, and on some occasions well, although there are times when a standard whiteboard would be as useful. The range and quality of software are good.

Information and communication technology across the curriculum

50. Information and communication technology is used soundly across the curriculum. The teachers use the resources regularly, to develop the pupils' skills in the subject and to extend its use in other subjects. The pupils use the Internet to research, and have access to a variety of programs in a wide range of topics, for example in art and design and mathematics. The use of data-logging technology has proved beneficial in subjects such as science, and digital cameras are employed in imaginative ways.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The pupils' investigative skills are developed well.
 - Visits help pupils gain knowledge of the local environment.
 - The pupils' work is not always neatly presented.
51. Pupils' attainment in geography is comparable with that of others of their age. This is similar to the situation at the last inspection. The scheme of work for geography covers the requirements of the National Curriculum effectively. It has been improved since the last inspection and now develops geographical skills more methodically. Pupils' achievement in the subject is satisfactory. They are clear about the impact that humans have on the environment and this helps their social and moral development. The good use of the local area enables pupils to become familiar with their environment through visits to local habitats such as the river Trym.

52. Pupils use information and communication technology in some of the work in their books. However, presentation of work is not always neat enough to make pupils' books an effective aid to revising work. Teaching in the subject is satisfactory. Some teachers use maps and photographs imaginatively to develop the way that pupils interpret evidence. Occasionally, although the teaching is satisfactory overall, the teachers are less successful at organising their classes and time is lost as pupils move from the carpet to their tables to work in groups. Good displays around the school help to reinforce their pupils' knowledge of the world and the people who live in it, thus enhancing their cultural awareness. The co-ordinator manages the subject effectively and has developed a system of assessment that enables teachers to see how well pupils have grasped each unit of the scheme of work.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Investigative skills are developed well.
- Information and communication technology is used well for research.
- Visits and visitors enhance the curriculum.
- The improved resources stimulate interest in the subject.
- The pupils' work is not always neatly presented.

Commentary

53. The pupils attain standards that are typical for their age and their achievement is satisfactory. There is now more emphasis on developing the pupils' investigative skills. A successful lesson in Year 6 gave pupils an interesting opportunity to handle replicas of Greek artefacts and try to work out their function. Overall, the teaching is satisfactory. In the better lessons, teachers engage the interest of the pupils and manage resources and group work skilfully so that time is used effectively. In other lessons, although the teaching is satisfactory, the teachers spend more time than is necessary on organising the pupils and resources, so that the available time is not used to the best advantage. The use of the Internet by pupils to carry out research into historical topics has improved their information and communication technology skills and their ability to find information independently. The pupils' written work develops their literacy skills effectively, but the presentation is not always of a good standard.
54. Visits to museums and other places of interest enrich the curriculum, as do the visitors, for example, the 'Roman', who came to talk to the pupils. Resources, which are better than at the time of the last inspection, are managed well and accessible to all staff. They are selected well, as a means of encouraging interest and enthusiasm for history. There is an effective system of assessment that identifies the standards that groups and individuals attain. The scheme of work covers all the areas of study set out in the National Curriculum in a methodical way. The co-ordinator is enthusiastic and manages the subject well, monitoring provision, and planning for further development.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and learning in religious education are good.
- The subject is led and managed well.
- Written work in the subject develops pupils' literacy skills well.
- Pupils in Year 6 do not have a secure enough grasp of world faiths.

Commentary

55. Standards of attainment seen during the inspection are similar to those in other primary schools, as they were at the time of the last inspection. However, there is evidence that standards are rising, as a result of an effective scheme of work and good teaching. The pupils' achievement is satisfactory overall throughout the school, although there are inconsistencies. The pupils respond well to some of the key teachings of various faiths and relate these to their own feelings and experience. They recognise the importance of learning about world faiths in a world of increasing diversity. However, some older pupils are insecure in their knowledge of the features of major world faiths, such as Islam and Hinduism. Their understanding of the significance of important times in the Christian year is patchy.
56. Teaching and learning are good. Teachers encourage the older pupils in particular to reflect on the meaning of such aspects as Bible stories and this is beginning to raise standards effectively, especially in enabling the pupils to learn through the study of religion. There are good examples of using links with other subjects. For example, pupils in Year 6 used colours and symbols to illustrate the reactions of the father of the Prodigal Son in an outstanding lesson. The writing done in the subject develops pupils' literacy skills well. Pupils produce a sound amount of written work and some of it is imaginative. There are suitable visits to buildings that act as a focus for worship, which effectively broaden pupils' understanding of world faiths. Assemblies contribute well to the development of pupils' understanding of the importance of shared values within a community.
57. The co-ordinator manages the subject well. She has spent a lot of time developing the scheme of work, which is structured and planned very well, providing a good basis for the teachers to develop their pupils' skills and knowledge. There is a sound system of assessment so that teachers are aware of the progress that pupils make. The resources for the subject are good, which is an improvement since the last inspection. The use of information and communication technology in the subject is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

58. It was not possible to judge provision in **design and technology**, as only one lesson was seen. Nevertheless, the evidence from the pupils' work, and discussions with them, shows that standards at the end of Year 6 are similar to those in other schools and the pupils achieve satisfactorily. They have a sound range of skills, working with a range of materials, such as wood, plastic and fabric to design and make their musical instruments. These demonstrate a satisfactory standard of finish. The pupils have a secure knowledge of a range of mechanisms, such as levers, gears and cams, and understand how these work. They have suitable opportunities to use electricity to power their artefacts. The subject has improved satisfactorily since the previous inspection, when provision was identified as an area for development. The scheme of work ensures that the pupils cover the necessary skills and knowledge. The use of information and communication technology is developing soundly; it is occasionally used to control the models that the pupils make and some pupils have used programs to design their models. The co-ordinator has only recently taken over the role and has made a sound start in evaluating provision and identifying areas for improvement.
59. In **physical education**, only one lesson was seen during the week of the inspection and therefore it is not possible to judge provision. From this lesson, it was evident that the pupils in Year 3 have games skills, in throwing, catching and marking, which are similar to those of others of their age. A dance is soon to be performed by a group of older pupils at the Bristol Hippodrome. The rehearsal demonstrated that this is a very effective dance with movements and costumes well suited to the music, in which the pupils concentrated and worked together well.
60. Swimming forms an appropriate part of the curriculum for physical education and attainment in this area is above average, as by the end of Year 6, almost all pupils achieve the national standard of swimming 25 metres and many go on to achieve long distance swimming awards. Pupils in Key Stage 2 enjoy lessons and the extra-curricular activities, such as sports clubs and participation in dance festivals that are provided for them. However, they felt that they could be given more opportunities to compete in sporting activities against other schools. The co-ordinator provides good leadership and management in the subject. She has implemented a

well-structured scheme of work that identifies progression in the development of skills and shows good links to other areas of the curriculum.

Art and design

Provision for art and design is **satisfactory**.

Main strengths and weaknesses

- Leadership by the co-ordinator is good.
 - Resources have improved and are now good.
 - A programme of visits and visitors enriches the curriculum.
61. Standards are similar to those in other schools and the pupils' achievement is satisfactory. This is an improvement since the time of the previous inspection, when progress was unsatisfactory. The quality of display work throughout the school is of similar standard to other schools. Most teachers try to make their classrooms attractive and stimulating, although some displays lack sufficient examples of work produced by pupils. All pupils have sketchbooks which are used effectively, both as a record of pupils' work and as a source for generating ideas. Teaching and learning are satisfactory overall, and are often good. There has been a significant improvement in the provision of resources since the time of the previous inspection and they are now good. There is a good range of reproductions on display throughout the school, such as examples of the work of Kandinsky and Tom Schulten. Teachers plan suitable opportunities for pupils to study and appraise the work of famous artists and to emulate their techniques and consequently they develop their own skills and techniques securely. Multi-cultural art resources are particularly good and displays of African, Indian, Chinese and Aboriginal art enriched the learning environment.
62. The co-ordinator is enthusiastic and leads the subject well. At the time of the previous inspection, there were many weaknesses in the art curriculum and all have been successfully addressed. The co-ordinator has developed a policy and scheme that is based on a systematic development of skills and knowledge. She also ensures that art supports the development of skills in other subject areas, such as information and communication technology and history. In Year 6, for example, pupils had used an art program to create multi-media faces, whilst pupils in Year 4 had designed Roman mosaics after visiting Caerleon Roman Amphitheatre, as part studies in history. There are suitable assessment procedures, and a portfolio of pupils' work serves to enable teachers to appreciate what can be achieved. The curriculum for art is enriched well by a planned programme of visits and visitors. An art club forms part of extra-curricular provision, and an annual 'Arts Week' provides opportunities for pupils to develop their skills, to work with visiting artists, and develop their knowledge and appreciation of the lives and work of famous artists.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Teaching and learning are good and the pupils achieve well.
 - The leadership of the co-ordinator is very good.
 - Pupils have access to a very good range of musical instruments.
63. Although only two lessons were observed during the inspection, it is clear from discussions with pupils, and the range of opportunities that are provided, that teaching is at least good throughout the school and standards are higher than is usual for their age. In the lesson in Year 5 and 6, the teaching and learning were excellent and in the lesson in Year 4, they were very good. In both lessons, the pupils were provided with challenging activities, the pace of the lessons was good, teachers had high expectations and pupils responded positively. Music is linked strongly to other curricular areas, such as physical education and history.

64. The school has invested heavily in this subject and pupils now have access to a very good range of high quality instruments, including violins, keyboards, recorders and a variety of different percussion instruments. These are used regularly in lessons, and pupils handle them with care and respect. In addition to music lessons, there is a school orchestra and recorder groups, as well as peripatetic music tuition in cello, violin and recorder. The school stages an annual strings concert and musical performances, such as those at Christmas, provide pupils with regular opportunities to perform. All of these experiences help to instil an obvious love of music and maintain the good standards seen at the time of the last inspection.
65. The co-ordinator for music has very good subject knowledge. She provides very good leadership, and supports her colleagues well. She has implemented a good scheme of work, which focuses on the development of pupils' skills and ensures that pupils experience balanced opportunities for composing, performing and appraising music. Suitable assessment procedures, for the end of each unit of work, are now used to track pupils' progress, and the pupils are given opportunities to assess, and comment upon, their own performance. The co-ordinator has developed a good programme of curriculum enrichment that enables the pupils to experience and enjoy performances from a wide range of visiting musicians, including Japanese drummers, African dancers and Peruvian musicians, on an annual basis. Each class participates in a workshop, led by a professional musician.

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 through class and school councils.
66. The school has made improvements to the 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 includes an annual induction week when all pupils learn the responsibilities of living in a community. Although pupils are very confident, and have well developed speaking skills, their listening skills are not developed to the same level. The implementation of weekly personal and social education sessions, for each class, is appropriate, and is intended to improve the pupils' ability to listen to what others have to say. Pupils are given good opportunities to take responsibility within school, such as when they manage the overhead projector in assemblies, and others act as dinner monitors at the neighbouring infant school.
67. The co-ordinator leads the subject effectively and has brought about recent improvements, which include the purchase of good resources and developing community links through topics such as 'Drugs Awareness' and 'Safety'. Pupils are given opportunities to influence their own learning through class and school councils. The local Education Action Zone has provided further interesting opportunities, for some pupils, through the establishment of a Zone Parliament. This includes representatives from the school who have the opportunity to share their ideas, with pupils from other local schools, and 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 | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 2 |
| Attitudes | 4 |
| 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 | 3 |
| How well the curriculum meets pupils needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 2 |
| The governance of the school | 2 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 2 |

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