

# INSPECTION REPORT

## **FILTON AVENUE INFANT SCHOOL**

Bristol

LEA area: City of Bristol

Unique reference number: 108928

Headteacher: Mrs Diane Wright

Lead inspector: Mrs Alison Cogher

Dates of inspection: 19<sup>th</sup> – 21<sup>st</sup> January 2004

Inspection number: 256125

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	197
School address:	Lockleaze Road Horfield Bristol
Postcode:	BS7 9RP
Telephone number:	0117 9030302
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs R Thomas
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

This average sized infant school takes pupils from four to seven years old, and is maintained by The City of Bristol Local Education Authority. At the time of the inspection, there were 197 full-time pupils in 8 classes. The majority of pupils start school with standards that are below those usually found. They are well below in the areas of speech and language development, and knowledge and understanding of the world. The percentage of pupils known to be eligible for free school meals is above the national average. The percentage of pupils identified as having special educational needs is broadly in line with the national average. Pupils' special educational needs are varied. They relate to pupils' social, emotional and behavioural development, speech and language, moderate learning and physical difficulties. Over one fifth of pupils belong to ethnic groups other than white UK heritage. The number of ethnic groups represented is large and there are very few pupils in each group, and a small number of these pupils (4%) receive extra support for learning English. Approximately one tenth of the pupils are admitted to, or leave the school, at other than the normal times. The school is involved in a national initiative to support pupils' learning, in particular their reading. The school serves an area of social and economic disadvantage.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Alison Cogher	Lead inspector	Foundation Stage English Art and design Design and technology English as an additional language
1311	Barry Wood	Lay inspector	
28014	Peter Buckley	Team inspector	Mathematics Information and communication technology Physical education Religious education
14997	Valerie Emery	Team inspector	Special educational needs Science History Geography

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very effective** school providing very good value for money. The very strong leadership of the headteacher and subject leaders and very good management and teaching ensure that all pupils achieve very well. The curriculum provided by the school is very good. Pupils enjoy coming to school and have very positive attitudes to their work. Pupils behave very well and thrive within the very safe and welcoming learning environment created by the school. Pupils receive high levels of care, support and guidance. The school actively seeks and responds to the views and ideas of pupils. Attendance and the punctuality of some pupils are unsatisfactory.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher.
- The very good leadership and management of subjects.
- Teaching is very good and pupils are enthusiastic and keen to learn.
- Assessment information is used very well to guide teaching.
- All staff work very effectively as a team.
- Relationships with the nursery school are exemplary.
- All pupils achieve very well because the school is very inclusive and all pupils are given the help they need to enable them to learn very well.
- The school provides a very good curriculum that is broad and balanced, and carefully adapted to ensure it is relevant for all pupils.
- The care, support and guidance provided by the school are very supportive of pupils' learning.
- Attendance is unsatisfactory and some pupils regularly arrive late for school.

The school has made very good progress since the previous inspection. Standards have risen and more pupils are attaining the higher levels in national tests. In addition, as a result of very good support, more pupils who find learning difficult are attaining at least average standards. Standards in information and communication technology (ICT) have risen because provision and teaching have improved. The school's accommodation now provides a warm, welcoming and functional environment in which pupils thrive.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	D	D	C	A
writing	D	C	A	A*
mathematics	C	B	C	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those with similar percentages of pupils eligible for free school meals*

A\* means that standards in writing were in the top five percent of similar schools

**The achievement of all pupils in all year groups is very good.** The attainment of the majority of children on entry to the school is below that expected overall. It is well below in the areas of communication, language and literacy and knowledge and understanding of the world. Children make very good progress and achieve very well and attain the goals children are expected to reach by the end of their reception year except in communication, language and literacy, and knowledge and understanding of the world where attainment is below that expected. Pupils continue to achieve very well and standards are average at the end of Year 2 in reading, writing, mathematics and science. Standards in all other subjects reported fully are broadly in line with those seen nationally

except for art and design, where they are above. The standards reported in 2003 reflect a year group of pupils who were particularly able overall. Their ability, along with their very good achievement, is reflected in the well above average and very high grades when compared to schools in similar circumstances.

Pupils' personal qualities are **very good**. Their spiritual, moral, social and cultural development is **very good**. Pupils' behaviour is very good and they have very good attitudes towards their work and each other. Attendance is unsatisfactory and a significant number of pupils often arrive after school has started.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. Teaching is very good.**

Assessment procedures are very good and teachers use the information they gather very well to plan lessons that move pupils' learning forward at a very good rate. Basic skills in literacy and numeracy are taught very well. Pupils find lessons interesting because teachers organise activities that motivate them to learn. Pupils of all abilities, including those with special educational needs and those who speak English as an additional language, are very well supported and this ensures they learn and achieve very well. The very good curriculum is broad, balanced and very well matched to pupils' needs. It is enriched by a good range of additional activities provided by the school. Pupils' experiences are significantly enhanced by the very effective use of teachers' subject strengths, such as in music, and good enrichment activities. These features all contribute to pupils' very good achievement. The provision made for pupils' care and welfare is very good. Pupils are given very good support and advice on how to improve. The school's partnership with parents is satisfactory although the links with parents are good. Links with the community are very good and make a significant contribution to pupils' learning experiences. Children settle into the reception classes extremely well because links with the nursery school are outstanding.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher provides very strong leadership. The leadership of the senior management team and subject leaders is very effective. Management of the school is very good. All members of staff at the school work very well together, for the benefit of pupils. Governance of the school is good. The school complies with all statutory requirements.

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

The school works hard to involve parents in their children's learning and seeks and acts on their views. Parents are very supportive of the school and are very satisfied with what it provides for their children. The inspection team is pleased to support the very positive views expressed by parents. However, some parents do not make sufficient effort to ensure their children arrive on time for school and have good rates of attendance. Pupils are very happy with their school. They enjoy learning, and feel very well supported and cared for.

## **IMPROVEMENTS NEEDED**

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

- Improve the attendance and punctuality of a significant minority of pupils.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement throughout the school is very good. Standards at the end of Year 2 are average in English, mathematics, science, ICT, religious education and geography. They are above those expected in art and design.

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

- Pupils' attainment on entry is below average overall. It is well below in the areas of communication, language and literacy, and knowledge and understanding of the world.
- All pupils make very good progress and achieve very well, because teaching is very good and pupils are very keen to learn.
- Very good use is made of assessment information to support the raising of standards.
- The proportion of pupils attaining higher levels in tests has improved and fewer pupils attain levels that are below average.
- Very good support for pupils with special educational needs and those for whom English is an additional language ensures they achieve very well.

#### **Commentary**

1. Although variable from year to year, the attainment of the majority of children is below that expected when they start school. They use a limited vocabulary, have very little experience of writing and books and very little knowledge of the world around them. Assessment information shows that all children make very good progress and achieve very well, compared to their individual starting points, in all areas of learning. Most reach the expected goals by the end of their reception year except in the areas of communication, language and literacy, and knowledge and understanding of the world. Standards for most children in these two areas are below those expected when they enter Year 1.
2. When compared to schools nationally, standards at the end of Year 2 in 2003 were average in reading and mathematics and well above average in writing. Compared to similar schools, they were well above average in reading and mathematics, and very high in writing because of the exceptionally good provision for this aspect of English. When pupils' attainment on entry is taken into account, comprehensive assessment data shows that they made very good progress, and achieved very well from their starting point on entry to the school. There was an increase on previous years in the number of pupils attaining the higher level 3 in reading writing and mathematics, and a decrease in the number of pupils whose attainment was below average. Teacher assessments also show that pupils attained similar standards and achieved very well in science.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
Reading	16.2 (15.5)	15.7 (15.8)
Writing	16.4 (14.4)	14.6 (14.4)
Mathematics	16.7 (17.0)	16.3 (16.5)

*There were 64 pupils in the year group. Figures in brackets are for the previous year*

3. An improving trend has been firmly established since the last inspection. Very well documented assessment and pupil progress data shows that the 2003 Year 2 pupils were of higher ability than previous and current year groups, particularly in their language and literacy skills.



Standards seen during the inspection were not as high as those recorded in the 2003 tests and were average in reading, writing and mathematics, although assessment information clearly demonstrates pupils are achieving very well. This very good pupil achievement is a reflection of the very effective use made of assessment information by the headteacher and subject leaders to guide whole-school improvements to secure the overall very good quality of teaching and the curriculum. Achievement is very good overall because pupils come from a well below average point in two areas of the Foundation Stage curriculum that impact on their learning in over half of the subjects of the national curriculum in Years 1 and 2. In addition the security of their understanding of basic skills in all subjects provides pupils with a very good base on which to build their future learning.

4. Pupils with special educational needs make very good progress because they receive individually targeted support from teachers and teaching assistants. In addition, very good use is made of specific strategies such as Reading Recovery and Accelerated Reading to raise pupil achievement. This very effective level of support is also provided for pupils who speak English as an additional language and those in the early stages of learning English. These pupils also make very good progress. There are no significant differences between the achievements of boys and girls, or pupils from different ethnic backgrounds of similar ability.
5. All members of staff are fully committed to ensuring that all pupils reach the best possible standards in all that they do. They work very closely to monitor pupils' work and progress and adjust their teaching and the curriculum to meet pupils' learning needs. As a result pupils achieve very well.

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

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is very good. Attendance and punctuality are unsatisfactory overall.

### **Main strengths and weaknesses**

- Attendance is below the national average, and some pupils regularly arrive late at the start of the school day.
- Pupils enjoy school and are very keen to learn. They behave very well in lessons and around the school.
- Relationships are very constructive and the school succeeds in helping pupils to relate well to other people.
- Very good provision is made for pupils' spiritual, moral, social and cultural development.
- Pupils are actively encouraged to take responsibility.

### **Commentary**

6. By the end of their reception year most children reach the expected goals for their personal, social and emotional development and this represents very good achievement. The school provides a happy caring family atmosphere in which pupils feel valued. Pupils like their school and are proud to belong to it. They consider other children to be friendly and adults to be very helpful. Staff have high expectations of how pupils will behave, and work consistently as a team to provide very good role models for pupils. Consequently, pupils are very clear about what is, and what is not, acceptable behaviour in a range of situations. They quickly develop constructive and supportive relationships with each other and adults. In this atmosphere of mutual respect, pupils are empowered to learn. They are enthusiastic about their work, co-operate well with each other and work hard. This is a significant factor in supporting their very good achievement.
7. Pupils are keen to take on a range of appropriate responsibilities. Throughout the school, pupils are expected to take an active role in ensuring their classrooms are kept tidy and that equipment is well cared for. Each class is responsible for maintaining a small area of garden in

the playground. Pupils take this responsibility very seriously and compete with each other to produce the best garden. In response to an idea from the pupils themselves, all pupils in Year 2 are given the responsibility of being a “Playground Buddy”. In their orange baseball caps, they are easily identifiable and other pupils seek them out if they need support in resolving minor playground disputes. The school’s response to this suggestion from pupils is a mark of the very productive and trusting relationships that permeate the school. The school is well placed to build on the very good practice already evident in this aspect of its work.

8. Pupils’ very positive attitudes, very good behaviour and their individual personal development owe much to the very good provision for their spiritual, moral, social and cultural development. They are given frequent opportunities through discussion to air their views and develop their view of the world. Good links made between subjects such as religious education, music and art enable pupils to learn effectively about the world’s main faiths and cultures and those represented in their own community. The very good use of resources ensures pupils are provided with many opportunities to develop their spirituality as they reflect on the wonders of the world. As a result of this comprehensive provision pupils develop a high level of interest in this aspect of their work and demonstrate an acceptance of difference without criticism. This is reflected in the way pupils of all abilities and ethnic backgrounds value each other equally in their daily interactions.
9. The school’s procedures for promoting good attendance are good. However, despite the good work of the school, attendance is below the national average and a significant number of pupils consistently arrive late for school. The effort made by some parents to ensure the good attendance of their children is unsatisfactory. The school works hard to compensate for this situation by providing additional support in lessons for pupils whose attendance and punctuality is unsatisfactory. As a result of this action and very effective teaching pupils continue to achieve very well. There have been no exclusions in the last year.

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

Authorised absence		Unauthorised absence	
School data	8.0	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 quality of education provided by the school is very good. The ethos of the school is very good. The headteacher provides very strong leadership and is supported very well by senior managers. Governors carry out their role effectively and provide good support for the school. Very good teaching ensures pupils learn very well. The very good curriculum is adapted to meet the learning needs of pupils. Provision for pupils with special educational needs is very good, as is the provision for pupils who speak English as an additional language. Very good links with the community and productive links with parents are reflected in the very caring and supportive environment created for pupils. The school actively seeks to gather and respond to the ideas and views of pupils and their parents.

**Teaching and learning**

The quality of teaching and learning is very good. Assessment is very good.

**Main strengths and weaknesses**

- Teachers have very good subject knowledge and very high expectations of what pupils can achieve.
- Very good assessment information is used very well to guide teachers’ planning.

- The planning of activities to suit pupils of different ability ensures the inclusion of all pupils.
- Teaching assistants and resources are used very well to support pupils' learning.
- Teachers use a very good range of teaching methods that ensure pupils' interest in activities is sustained.

## Commentary

10. Teachers are committed to continuously raising the quality of their teaching. As a result of rigorous monitoring by the headteacher and subject leaders teaching has improved since the last inspection. It is very good overall because its quality across subjects is consistent and there are some particularly strong features that have a very positive impact on pupils' learning. These include a high level of co-operation between teachers in the planning of lessons and sharing of ideas and expertise in all subjects. This team approach results in a very good level of consistency between classes containing the same age pupils. In addition basic skills are taught very well in all subjects, but they are not taught in isolation. Very well planned links between subjects provide pupils with many opportunities to use their skills in a range of situations and as a result they learn and achieve very well. For example in a Year 1 geography lesson pupils applied what they had learned about story sequence when studying the book "The Train Ride" to create a map of the train's journey. In the small number of satisfactory lessons pupils occasionally lost concentration so the pace of learning slowed.

### **Summary of teaching observed during the inspection in 32 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	13 (41%)	13 (41%)	5 (15%)	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.*

11. Teachers know their pupils very well and have very high expectations of what pupils can achieve. They have very good subject knowledge and so they plan lessons that have very clear objectives. The organisation of activities that are very well matched to pupils' abilities and the very effective use of resources enable all pupils to learn very well at their own level. The teaching of basic skills in English and mathematics and the links made between subjects are very effective in supporting very good learning. Teachers ensure that pupils are given many opportunities to practise previously learned skills before learning new ones. This approach is very effective as pupils are very confident about what they know, and approach each new challenge with confidence and enthusiasm. Teachers and teaching assistants are very skilled at using questioning to check pupils' understanding and challenge them to use what they already know to improve. Pupils express clearly that they find out new things in lessons and that they have fun doing so. They know that they are expected to work hard and are confident that an adult will help them if they find something difficult.
12. Teachers manage pupils very well, and pupils think their teachers are fair. Pupils respond very well because relationships are very positive, and there is a consistent approach to pupil management throughout the school. Pupils understand what is expected of them and as a result develop very good attitudes, behave very well and remain focused on the tasks they have been set. They are productive because they are encouraged and supported to try their best.
13. Lessons are well organised and pupils often work in pairs or small groups. This ensures pupils contribute fully in lessons and remain focused on their tasks with the result that they learn very well. They are keen to share their ideas and are secure in the knowledge that their responses will be valued. Pupils are organised by ability into different classes for some English lessons to ensure pupils of higher ability are sufficiently challenged and those of lower ability can receive additional support. This strategy is very effective and has contributed to the improvement in

standards since the last inspection, with more pupils now attaining higher levels in national tests.

14. Pupils with special educational needs learn very well because of the very good support that they receive, both within the classroom and when withdrawn for specialist help. This is also true for pupils who speak English as an additional language. Tasks are well planned and relevant, and there is a particularly good focus on the teaching of basic skills and raising pupils' self-esteem. Additional support programmes such as Reading Recovery and Accelerated Reading are very effective. As a consequence of this high quality provision these pupils achieve very well and a significant proportion reach at least average standards.
15. Teachers conscientiously use a wide range of assessment procedures to gather evidence about what pupils can and cannot do. This information is used very well to identify whole-school issues for improvement, and guide teachers' planning of lessons. Pupils experiencing difficulties are identified early and well-targeted support is provided. Conversely, higher attaining pupils are provided with additional challenges. Pupils' progress is carefully monitored and targets for improvement are made. These targets are shared with pupils and their parents, and teachers work very hard to ensure they are achieved. These procedures are effective and very supportive of the school's commitment to ensuring all pupils achieve very well and reflect the high standard of care and support that is found throughout the school.
16. Pupils receive regular homework to support their reading and learning of spellings. Parental support for homework is very variable. The school actively seeks ways to encourage parents to become more involved in supporting their children at home. For example it has developed a system of providing open-ended activities as homework. These activities focus on the learning of basic skills, but can be tackled by all pupils at their own ability level and actively invite the involvement of parents. Although in the early stages of development, there is a clear indication from many pupils and parents that they enjoy and value this new approach.

## **The curriculum**

The overall quality of the curriculum is very good. Enrichment activities that support pupils' learning are good. The school's accommodation and the quality and range of learning resources are good.

## **Main strengths and weaknesses**

- The curriculum is adapted very well to take full account of pupils' particular needs.
- Teachers' expertise is used very well to support the curricular opportunities planned for pupils.
- Provision for pupils with special educational needs and for those who speak English as an additional language is very good.
- Pupils' learning is supported well by good enrichment activities.

## **Commentary**

17. Very good improvement since the last inspection has secured a curriculum that is broad, balanced and very relevant to the learning needs of individual pupils. Throughout the school interesting, challenging and practical activities are planned that enable all pupils to learn very well. The strong emphasis placed on developing pupils' language and communication skills is a key factor in securing pupils' overall very good achievement across the curriculum. New initiatives are carefully considered before being implemented to ensure that they will add value to pupils' learning and the curriculum overall. Enrichment activities are used very well to provide additional high quality learning experiences for pupils. For example pupils' knowledge and understanding in art was significantly improved by working with experts in "Arts Week". These activities contribute very well to the standards pupils attain. Parents are very confident that the curriculum provided by the school fully supports their children's learning and pupils say they find lessons interesting and fun.

18. The provision for pupils with special educational needs is very good. Children who need extra help are identified quickly and given very good support. The use of a variety of very effective teaching programmes, matched to individual needs, ensures that these pupils learn very well. As a result, by the time they reach the end of Year 2, their attainment is very similar to that of other pupils with a significant proportion reaching at least average standards. This high level of provision is also made for pupils who speak English as an additional language and they too learn very well. The needs of higher attaining pupils are met as teachers plan additional activities to ensure they are challenged.
19. Regular monitoring and evaluation of the effectiveness of the curriculum results in carefully considered changes being made which benefit pupils' learning. The links made between subjects ensure pupils do not learn basic skills in isolation but can apply them in a range of subjects. This adds considerably to pupils' learning. In addition, the organisation of lessons ensures teachers' curricular strengths are used very well. For example, the rotation of pupils in Year 2 on two afternoons a week enables all pupils to benefit from good teacher expertise in subjects such as music and physical education. Recent changes have been implemented in the way children in the reception classes are organised and taught. Teachers work as a team, and access between the three rooms has been established to allow children and teachers to move freely between them. This organisation has enabled teachers to make the very best use of available resources and plan a curriculum that provides a very wide range of high quality learning opportunities. Pupils' personal, social and health education is given high priority within the school and helps to promote the high self-esteem and very positive attitudes of pupils.
20. Governors give high priority to ensuring pupils benefit from the support of well-qualified teachers and teaching assistants. They are also committed to providing the best possible learning opportunities for pupils with special educational needs and those for whom English is an additional language. As a consequence of this strategic decision, they have secured an increase in the number of support staff since the last inspection and maintained the allocation of hours for the co-ordinator for special educational needs. Pupils benefit greatly from this provision, which contributes significantly to the very good achievement of pupils overall. Almost all the weaknesses in the school's accommodation that were identified in the last inspection have been addressed. The school now provides a stimulating learning environment and there are well advanced plans to make further improvements. The provision of an ICT suite has improved curricular opportunities and contributed to the rise in standards in this subject.

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

Provision for pupils' care, welfare and health and safety is very good. The school provides pupils with very good support and guidance and involves them exceptionally well in its work and development.

### **Main strengths and weaknesses**

- The school is a safe environment for all pupils through very good health and safety procedures and the keen awareness of staff and governors.
- The headteacher and staff's thorough knowledge of their pupils enables them to give very good quality pastoral care and support.
- Very good induction procedures ensure children start school without any anxiety.
- The sensitivity of all staff quickly gains the trust of pupils and sustains very good relationships.

### **Commentary**

21. Since the last inspection, this aspect of the school's work has continued to be a very strong feature that greatly supports the personal and academic development of pupils. The headteacher and staff understand the community that they serve, and realise that for many pupils the school represents an oasis of calm and security. Because the headteacher and staff are well trained and experienced in this area of the school's work they succeed in tailoring the support, guidance and welfare they provide to meet the individual needs of each pupil.

Consequently, pupils quickly gain confidence in their surroundings, are able to concentrate fully on learning and make very good progress. Although the level of support from outside agencies is variable in extent and quality, the school is well supported in areas such as behaviour and special educational needs.

22. Child protection procedures conform to local statutory guidelines, and all staff receive sufficient refreshment training to guarantee a high level of awareness throughout the school. The headteacher, governors and caretaker take their responsibility for health and safety issues and risk assessment very seriously and careful records are maintained. Additionally, the local education authority supports the school with regular observations of the site. The school site is very safe, although the high level of minor accidents recorded is a reflection of the lack of grassy play areas.
23. The headteacher gives a high priority and time to the pastoral care of all pupils. Very good assessment ensures the progress and personal development of all pupils are tracked very well. These very effective procedures contribute to the standards attained and pupils' very good attitudes and behaviour. The pupil questionnaire shows that all pupils feel there is an adult to go to if they are worried at school. Pupils consider that teachers are friends and that they can trust them and other adults to listen with a sympathetic ear to their problems and worries. Staff make time to give pupils whatever support they need.
24. The induction of pupils new to the school is very good. Pupils and parents feel welcomed and well informed about school routines. The school is considerably helped by the adjacent nursery school. Exemplary practice ensures the extremely effective transfer of records. In addition, special admission arrangements are made where necessary for some children. Parents appreciate the school's efforts in giving older pupils a successful fresh start when they have experienced problems at another school.
25. Pupils have a good awareness of their individual academic and non-academic targets through regular chats with their teachers and they feel that they can influence their own performance. The school treats pupils with respect and almost all pupils feel that teachers listen to them and that they are trusted. The school actively seeks to involve pupils in improving the school. For example, the "buddy system", which seeks to minimise minor disputes between pupils during playtimes, developed from observations and suggestions made by pupils.

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

The school's partnership with parents is satisfactory overall and parents show very high levels of satisfaction with the school. The school has very good links with the local community. Links with other schools are good overall, but the school's relationship with the nursery school is outstanding.

### **Main strengths and weaknesses**

- The school has an excellent relationship with the local nursery school that ensures the very effective transfer of children.
- The headteacher and staff are dedicated to ensuring a very high level of parental satisfaction.
- Parents feel that their role is valued and respected by the headteacher and school staff.
- All pupils benefit greatly from the school's contacts within the local community.

### **Commentary**

26. The very experienced headteacher gives the highest priority to the school's relationships with parents. She is extremely knowledgeable about pupils' and parents' personal circumstances, and the effect that this may have on pupils' learning. Parents find the headteacher to be very approachable, and consider she is very caring in her responses to their anxieties and problems. This strong focus on developing positive relationships with parents has resulted in a

significant strengthening of parental satisfaction levels since the last inspection. There are no areas of significant parental dissatisfaction.

27. Overall, the school's partnership with parents is satisfactory. The school is proactive in this area and actively seeks to involve parents in the work of the school for their children's benefit. Parents are genuinely supportive and attendance at meetings to discuss their children's progress and social events held by the school is good. Parents are less supportive of meetings that aim to provide them with information about the curriculum and how they can help their children at home. However, the school continues to strive to improve this situation. An example of this is the new homework arrangements that have received a positive response from parents. The small number of parents who work in the school, the parent governors and the parent staff association committee serve the school well and make a positive contribution to pupils' learning by raising funds for equipment. Although all parents sign the home-school agreement a significant minority do not support the school fully by ensuring their children's good attendance and punctuality. The school makes additional provision for these pupils to ensure their learning is not slowed.
28. Parents are provided with sufficient information for them to understand the way the school works, what it provides for pupils, and how they can become involved in their children's learning although the format in which it is presented does not accurately reflect the school's vibrant character. Essential information is translated for parents who do not have English as their mother tongue so that they too are fully aware of the school's routines and systems and how they can contribute to their children's learning. Annual reports to parents are satisfactory, although pupils and their parents are not encouraged to contribute to them via written comments. However, they are discussed during progress meetings with teachers, which ensures parents are made aware of what their children have achieved and what they need to learn next.
29. The school is keen to consult with parents in support of school improvement. As the response to questionnaires is generally low more innovative ways of gathering parents' views are being pursued. A good example of this is the recent visits to classrooms by parents while lessons were in progress. Parents' response to this invitation was good and valued highly by them. This open consultation process does much to secure a positive working relationship between parents and the school that supports pupils' learning.
30. Links with the community have developed strongly since the last inspection. They make a good contribution to pupils' learning and the standards attained. For example visits to the local church supports pupils' learning in religious education, and trips to the community library support learning in English. Pupils' cultural development is enhanced greatly by experiences such as visiting the Old Vic theatre school, and being involved in the Bristol Dance Festival and "Arts Week". The generosity of local businesses has secured significant improvements to the outdoor play area, and provided resources such as the caps worn by the "buddies". This active involvement makes a very good contribution that helps to secure the very good quality of education provided.
31. The excellent relationship with the nursery school ensures children move from the nursery to school without anxiety, with the result that their rate of learning does not slow. The school has an effective working relationship with the adjacent junior school that allows for a sound transition of pupils. The transition of pupils with special educational needs is effective. The school maintains good links with other schools that enable teachers to develop their own teaching skills through the sharing of ideas and good practice.

### Example of outstanding practice

The relationship between the Filton Avenue Nursery and Infant School is outstanding because it is always focused on ensuring children's learning is progressive. Teachers from both schools, and nursery nurses, work harmoniously as a team throughout the year to exchange information and knowledge about children. Foundation Stage teachers work with transferring children during the summer term to gain their confidence. Routines familiar to children from the nursery are included in the reception class practice during the first half term and children quickly feel secure in their new surroundings. The reception class teachers have learned, and now integrate into their own practice, some of the very effective teaching and learning strategies used in the nursery school. This ensures a high level of continuity for children's learning as skills learned in the nursery are not lost, but are successfully built on. If children do struggle to cope with life in their reception class flexible arrangements are made that allow them to split their day between the two schools. Older pupils from the infant school with specific special education needs are sensitively supported through the use of the nursery's extensive resources. This outstanding example of co-operation reflects the total commitment of the adults involved to the care provided for children.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. Governance of the school is good.

### Main strengths and weaknesses

- The headteacher motivates all staff and has established a very good atmosphere of teamwork that promotes very good quality education.
- The monitoring of teaching by the headteacher and subject managers has a clear focus on raising pupils' achievement.
- The challenging targets set for all subjects fully support the raising of standards.
- Subject leaders monitor pupils' progress very thoroughly and this contributes to very good pupil achievement.
- The governing body has a good understanding of the school and contributes well to school improvement.

### Commentary

32. The headteacher is dedicated to ensuring the highest possible standards and achievement in all areas of the school's work. She articulates a very clear vision for the school's development that is fully inclusive. Rigorous monitoring of the curriculum and teaching includes an analysis of how pupils of differing abilities and ethnic groups are taught and how effectively they are learning. The effectiveness of teaching assistants and support programmes is also thoroughly evaluated. The result of these very strong features of leadership is the very good quality of education provided by the school. Leadership is also strongly reflective and has the best interests of the pupils as the focus. Consequently, new initiatives are especially well adapted to meet the needs of pupils before being fully integrated into the school's work. This approach has ensured a steady improvement in standards since the last inspection. The deputy headteacher works very effectively in close partnership with the headteacher to inspire, motivate and support staff and pupils.
33. Management of the school is very effective because it is supported by the thorough and effective evaluation system that has led to improvements in standards, the quality of teaching and the curriculum. All staff work as a very strong team that is able to be constructively critical of its work. This results in a consistency of approach to whole school improvement and a total commitment from all involved to fulfil a shared vision. Performance management is fully in place and is appropriately linked to professional development and school development planning. This process plays an important part in improving the quality of teaching and learning. Very good use is made of additional funding from, for example, the training of student teachers to support staff development and release subject leaders to enable them to monitor their subjects very well.



34. Subject leaders use assessment information very well to track the progress being made by pupils, and to identify areas for improvement in their subject. During meetings held each term with the headteacher, every pupil is discussed and any underachievement or better than expected achievement is readily identified. Challenging targets for further improvement are set and reviewed at the next meeting. This process is very effective in securing pupils' very good achievement and raising standards.
35. Governors ensure that all statutory requirements are met. They are linked to a class and monitor the school's curricular provision through regular reports from subject leaders and visits to the school. They are kept very well informed by the headteacher of whole school issues. These procedures ensure they have a clear understanding of the strengths and weaknesses of the school and can effectively influence its work through support and challenge. For example, governors and teachers visited classrooms and other areas of the school, to evaluate how explicitly the school promoted other cultures. Governors considered there was insufficient reflection through displays and labels of the multicultural nature of the school. This situation was remedied quickly by staff. Governors are keen to consult with parents. For example, after being invited in to see pupils at work, parents' views were gathered, and governors have noted and incorporated what they learned from this exercise into future plans. Financial management is good and reflects the efficient practice of the headteacher, governors and school secretary.

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

Income and expenditure (£)	
Total income	518,360
Total expenditure	496,042
Expenditure per pupil	2,455

Balances (£)	
Balance from previous year	20,506
Balance carried forward to the next	22,318

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

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

36. The recently reorganised provision for children in the Foundation Stage is very good. This represents good improvement since the last inspection. Leadership and management of the Foundation Stage are very good. Classrooms are organised imaginatively to provide three well-focused areas, one each for communication, language and literacy, and mathematics, and one where pupils can explore their creativity and learn about the world. The outdoor area is also used imaginatively to support children's learning in all six areas of learning. Children are organised into groups and move between rooms and experience focused teaching sessions from all three reception teachers. All teachers have a very good understanding of how young children learn and this ensures a consistently very good quality of teaching.
37. Exceptionally good links to the local nursery school, and productive relationships with parents, ensure that children settle very quickly into school and enable teachers to plan activities that build immediately on children's previous learning. Children with special educational needs, and those who are in the early stages of learning English, are planned for separately to ensure they receive the support they need. The skilled and knowledgeable teaching assistants work very closely with teachers and make a very valuable contribution to children's learning. Children with very specific special needs receive regular specialist help. The consequence of this very well organised and planned provision is that all children learn very well and make very good progress.

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

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

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

- Relationships are very good.
- Adults provide very good role models and manage children very well.
- Children's social skills develop very well because they receive very good support from adults as they work and play together.

#### **Commentary**

38. The majority of children start school with skills that are below those expected in this area. Many do not have the skills needed to play well together. Very good teaching ensures children learn very well. The planning of an extensive variety of play activities in which adults become fully involved provides children with the opportunities they need to learn how to interact constructively with each other. Adults respect children's efforts, take the time to listen to them and give them very good support in all they do. Consequently, very positive relationships develop and children are keen to learn. Adults model high standards of socially acceptable behaviour and as a result children learn to co-operate, share, take turns and communicate their needs to others. Daily routines and the high expectations of all adults ensure that children quickly understand what is expected of them. They accept simple responsibilities and become increasingly independent during activities where they have to decide how to organise their own time. The very good provision means that, despite their attainment on entry being below expectations, by the end of their reception year most children have reached the expected goals in this area.

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

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

## Main strengths and weaknesses

- Very well planned and organised activities ensure children's speaking and listening skills develop very well.
- Assessment information is used very well to plan challenging activities that take children's learning forward.
- Basic skills are taught very well.
- The wide variety of teaching methods used by teachers capture children's imagination and result in very good learning.

## Commentary

39. The majority of children start school with standards that are well below those expected. Very good teaching, based securely on assessment information, ensures that children learn very well. Their achievement is very good. The speech of many children is unclear, and they use a very limited vocabulary. Teachers and teaching assistants actively pursue every opportunity to engage children in conversation and model good speech and sentence construction. For example, when working in the role-play areas such as "the supermarket", adults take on a role as well as the children and become fully involved in their play. Structured schemes are used effectively to support children's understanding of the sounds that letters make, and how to write letters correctly. Planned activities are not too long and, as a result, children remain attentive and learn well. Extensive play opportunities encourage children to practise their skills and become confident writers and speakers. Drama is used very effectively to help children become familiar with well-known stories, and also serves to stimulate good quality conversation. Reading is promoted very well. Children enjoy listening to stories and develop positive attitudes to books. They take books home regularly to share with their parents at home. Children do not forget what they have been taught and use the skills they have learned to support their learning in other areas. However, despite this very good provision, most children do not reach the expected goals by the end of their reception year.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

## Main strengths and weaknesses

- Basic skills are taught very well.
- Adults make very good use of questioning to take children's learning forward.
- The very good use of resources and an emphasis on practical activities ensure children's understanding in mathematics is very secure.

## Commentary

40. When they start school, the attainment of the majority of children is below that expected. Structured high quality teaching that is informed by very good assessment information is very tightly focused on the learning of specific skills and ensures that children learn very well and most reach the expected goals by the end of reception. Classroom displays and good quality resources encourage children to explore pattern, to match, count and order objects, and to become familiar with numbers in everyday situations. Children achieve very well and become confident in all aspects of mathematics because they are able to practise what they have learned in a range of practical activities.

### Example of outstanding practice

#### **Play activities and the exceptionally effective interaction of adults enabled children to make very rapid progress in their skills of counting, recognising and ordering numbers and addition and subtraction.**

Working with the teacher a group of children played a game using real pennies to buy items to place in their supermarket trolley. Children worked in pairs and talked about their work, so practising the appropriate vocabulary of mathematics. They counted their pennies then placed each in turn on a number line which reinforced their learning of ordering numbers and allowed them to check for themselves that they had counted correctly. With support from the teacher they bought objects for their trolley. Making decisions about what they could afford to buy ensured they learned to add as they worked out what they could afford. For example, they learned that two objects each costing two pence could be bought as they had five pence to spend and the total cost of their purchases would be four pence. Working with a teaching assistant a second group of children used real pennies to buy items from "the supermarket" role-play area. Children added up the total cost of their purchases, and paid "the cashier". Throughout both of these activities adults were fully involved and used focused questions such as "how many pennies do you have, how much is that altogether, how much have you got left?" Children learned exceptionally well as they handled real money, developed their thinking skills and practised using mathematical vocabulary in activities that reflected real life situations.

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

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

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

- Children are provided with very good opportunities to become totally absorbed in exploring and talking about their world.
- Very effective links are made to other areas of learning.

#### **Commentary**

41. The majority of children start school with very limited knowledge of the world around them and standards are well below those expected. Teachers use assessment information very well to plan activities that encourage children to explore the world around them. The result of this hands-on approach is that children achieve very well. However, although they are very secure in what they do know most children are unlikely to reach the expected goals in all aspects of this area of learning by the end of reception. Very effective links are made to other areas of learning such as mathematics and communication, language and literacy. For example, through hunting for teddies hidden in the outdoor area, children learned the vocabulary of position as they talked about where they found each teddy. Displays invite children to use their senses and talk about how things feel and sound. These activities provide children with the opportunities to learn much of the underpinning knowledge for subjects such as science and music that they will encounter in Year 1. Children begin to appreciate the similarities and differences between cultures as they learn about festivals such as Chinese New Year. Good quality resources are used very well to bring life to these occasions and fully support children's knowledge and understanding. Children begin to use computers and use them effectively to support their learning in mathematics and literacy.

### **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

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

- Very good teaching ensures children rapidly gain good control over their bodies.
- Children become engrossed in the activities planned to improve their control over small objects and as a result their learning is very good.

## Commentary

42. When they start in reception standards are below that expected overall for the majority of children. The control some children have over small objects is well below that expected. However, very good teaching motivates and engages children's interest so that they learn and achieve very well and most children reach the expected goals by the end of their reception year. Sessions that are securely based on assessment information focus clearly on what children need to learn next. For example, during a session in the school hall, children were challenged to improve their running and ball control skills as they weaved in and out of cones. Children demonstrated good social skills in these activities as they worked as a team and were supportive of each other. The outdoor area is used very well to support children's learning further and they have regular opportunities to work with a variety of equipment such as large wheeled toys and balls and they make very good progress in controlling these. Their awareness of space and each other is broadly in line with that expected for children their age. Children have many opportunities each day to work with small objects such as construction kits, jigsaw puzzles, scissors and pencils. These activities contribute very well to children's very good learning in this area.

## CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

### Main strengths and weaknesses

- Activities that are very well matched to children's interests ensure that they achieve very well.
- Very good links are made to other areas of learning.

## Commentary

43. When they start school standards for the majority of children are below those expected in this area of learning. Most children reach the expected learning goals by the end of their reception year. Children achieve very well in this area of learning because teachers plan activities that children find interesting and fun. For example, they make model vehicles, paint pictures and become totally absorbed in drama and role-play. Adults make a significant contribution to children's learning in this area as they help them to take on the role of a character, use their imagination and communicate their ideas and feelings. As they talk to each other and adults, children practise their speaking and listening skills and the vocabulary associated with, for example, mathematics. Displays and regular planned musical sessions that enable children to experiment with instruments and to sing a variety of songs and rhymes secure further very good learning in this area.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **very good**.

### Main strengths and weaknesses

- Teaching is very effective.
- Leadership and management of the subject are very good.
- Teachers have very high expectations of what pupils can achieve.
- Very good use is made of support teachers, teaching assistants and support strategies to help pupils learn.
- Better use could be made of the school library.

## Commentary

44. Standards in English are average overall at the end of Year 2. Improvement since the last inspection has been very good. A rising trend in the standards attained has been firmly established since the last inspection because the school has monitored and evaluated its provision very rigorously and set very challenging targets for improvement. Pupils make very good progress from entry, because teaching is very good and all pupils achieve very well in relation to their starting points. There is no significant difference in the achievement of boys and girls, those with special educational needs or those for whom English is an additional language.
45. Teachers plan very carefully to meet the needs of pupils who are learning English as an additional language and those with special educational needs. The result of this is that these pupils achieve very well and become very secure in their knowledge and understanding of basic literacy skills. Very tightly focused additional support, both in small groups and on an individual basis, ensures these pupils make rapid progress. Support teachers and teaching assistants make a very valuable contribution to their very good progress. The use of support strategies such as the Reading Recovery and Accelerated Reading are very effective.
46. Overall standards in speaking and listening are average. Pupils are confident speakers and use an increasingly complex vocabulary as they move through the school. Very good planning includes the expectation that pupils will discuss their work in pairs or small groups not only in English but also in all other subjects. This secures their very good achievement from their attainment on entry and contributes very well to their very good learning in other subjects. Teachers and teaching assistants use a variety of strategies very successfully to move pupils' learning forward. These include the modeling of correct speech, and repeating and explaining unfamiliar words.
47. Standards in reading are average overall. All pupils achieve very well as a result of very good teaching in structured group reading sessions, and focused individual support. Pupils are taught how to use a good range of strategies to read unfamiliar words, and they enjoy reading and work very hard to improve their skills. Consequently, pupils develop a very good level of independence and confidently tackle unknown text in a variety of situations. Pupils receiving specific support through the Reading Recovery and Accelerated Reading programmes develop into enthusiastic competent readers.
48. Standards in writing are average overall. However, an improving trend has been firmly established and pupils achieve far above what would be expected in relation to their starting points. The school's focus on improving writing is successful because very good use is made of assessment information to guide teachers' planning, and expectations of what pupils can achieve are very high. The very good teaching of basic skills ensures pupils of all abilities have a very secure understanding of how to write for a variety of purposes. The grouping of pupils by ability for some writing sessions ensures pupils are very well supported and challenged and this contributes further to their very good achievement.
49. Teaching is very good overall. The National Literacy Strategy firmly underpins teachers' planning. However, teachers also use information gathered through the very regular assessment of pupils' work to tailor lessons very accurately to the learning needs of all pupils. This results in an English curriculum that is rich in its experiences and very relevant for pupils. Teachers plan lessons together to ensure pupils in different classes have comparable experiences. Teachers ensure that pupils have a very good understanding of what they have been taught before moving on to the next challenge. Consequently pupils do not forget what they have learned and all future learning is based on very secure foundations. Teachers manage pupils very well and this enables the very well structured lessons to move at a good pace. Activities are extremely purposeful and have a specific focus that is clearly understood by pupils. Teachers have very high expectations of what pupils can achieve and they communicate these very clearly to pupils. Pupils respond very positively to these challenges

and work very hard with the result that they learn very well. Good quality resources are used very well to capture and sustain pupils' interest and imagination. Pupils who do not attend school regularly and miss some of these valuable experiences are given additional support that helps to ensure their achievement is not compromised. Assessment procedures are very good and very good use is made of test data and information gathered from the very good marking of pupils' work to keep track of individual pupils' progress. Challenging targets are set and pupils experiencing specific problems with their learning are identified and given additional support so they do not lose their enthusiasm for learning.

50. Leadership and management of English are very good. The subject leader is very knowledgeable and provides very good support for all staff. She has secured improvements in the quality of teaching and standards through the rigorous monitoring of lessons and the analysis of assessment information and pupils' work. Whole school issues are quickly identified and resolved because of her actions and the commitment of staff to ensuring high quality provision. Consequently, improvement since the last inspection has been very good.

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

51. Literacy is an integral part of the teaching of all other subjects. The many high quality opportunities offered to pupils are another reason why they achieve so well. For example, speaking and listening form part of almost all lessons as pupils work in pairs and small groups and talk in whole class introductory and plenary sessions. Their writing skills are developed in other subjects; for example, pupils label diagrams and write instructions in design and technology. Word-processing skills are well developed in ICT. Through their research work in subjects such as science pupils experience a wide variety of reading material.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strength and weaknesses**

- Teaching and learning are very good.
- Pupils achieve very well because the mathematics curriculum is very well matched to their learning needs and basic skills are taught very well.
- The subject is very well monitored and pupil performance data analysed effectively to raise standards.

### **Commentary**

52. Improvement has been very good since the last inspection. Standards have risen, with more pupils attaining the higher levels in national tests. This is partly due to teachers successfully adapting the National Numeracy Strategy to ensure it is relevant to all pupils at the school. This, along with the focus on learning through practical activities, has secured a very broad and very relevant mathematics curriculum that results in the very good achievement of pupils. Basic skills are taught very well and pupils are very confident in using mathematics in other subjects. For example they use their knowledge of co-ordinates in geography when making maps. There are many very positive features of mathematics teaching that result in pupils learning very well. Learning objectives are shared with pupils at the start of lessons and revisited at the end. This practice enables teachers to gauge what pupils have learned and helps pupils to be aware of their own learning. Teachers take great care to use this informal assessment to inform their planning of future lessons and, as a result, pupils' knowledge and understanding build very successfully on previous learning. Lessons move at a brisk pace and pupils are managed consistently well. This results in a very positive response from pupils who work very hard and take great care with their work. Teachers use a range of strategies to help pupils learn such as the use of "bead bars" to help them consolidate their understanding of number. Teachers' planning is very thorough and takes full account of pupils' differing abilities. Teachers are very

skilled at assessing pupils' work against National Curriculum criteria and they mark pupils' work well. These strategies support the raising of standards and the very good achievement of pupils.

53. Teaching assistants work very closely with teachers and are involved in the planning of pupils' work. They make a significant contribution to the very good achievement of pupils with special educational needs and those with English as an additional language. This is because they understand very clearly what pupils need to learn next and help them towards achieving their own individual targets.
54. Subject leadership and management is very effective. Improvements have been secured through the very good monitoring of teaching, analysis of assessment data, the scrutiny of pupils' work and regular reviewing of pupils' progress.

### **Mathematics across the curriculum**

55. Numeracy has been well developed in other subjects and this helps pupils to apply their mathematical knowledge in a range of situations. For example, pupils use their understanding of position when drawing maps in geography and analyse information using a data-handling program in ICT.

### **SCIENCE**

Provision for science is **very good**.

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

- Leadership and management of science are very good.
- Teaching and learning are very good.
- The science curriculum is enriched considerably by the emphasis on practical work.
- Pupils find science interesting and achieve very well.

#### **Commentary**

56. Standards in science are in line with the national average and above average when compared to similar schools. All pupils achieve very well from their individual starting points, including those with special educational needs and those with English as an additional language. The previous inspection identified a lack of challenge in science for pupils of higher ability. This issue has been addressed as these pupils are now attaining the higher level 3. Teachers' confidence in teaching science through investigation has also improved. Improvement since the last inspection has been very good.
57. Subject leadership and management has developed very well since the last inspection and is now very good. Of particular note are the very good monitoring systems that are firmly established in practice. These include the observation of lessons, scrutiny of pupils' work and the collection and analysis of assessment data. These strategies have enabled the subject leader to clearly identify relative weakness in the curriculum and teaching and take effective steps to remedy them. For example, the particularly effective focus on practical and investigative work has resulted in a rise in standards in this area. Science is very well planned to provide whole-class lessons and small group time to promote this practical investigative approach to learning.
58. Teachers have very good subject knowledge and are able to plan lessons that pupils find exciting. Consequently pupils develop very good attitudes to science and are very keen to learn. In particular there is a good level of collaboration in small group practical activities. The strong emphasis on learning through practical investigation ensures pupils find lessons interesting and



this leads to very good learning in lessons. For example, pupils in Year 1 thoroughly enjoyed exploring the forces of pushing and pulling, using a range of good quality toys, and as a result applied themselves very well to the task. By the end of the lesson, most pupils could identify the correct forces at work. Higher attaining pupils did well because they were challenged to make their own toys and find out how they could make them go faster. Teachers have very high expectations of all pupils. Scientific vocabulary and skills are taught systematically, and pupils use the correct vocabulary in their work. For example, when making electric circuits higher ability pupils in Year 2 confidently talk about electrons. Lessons are very well structured and activities build very successfully on previous learning. Pupils confidently discuss their work and make predictions. Consequently, learning is very good for all pupils as they share ideas and are free to experiment and test out their hypotheses. Good links are made to literacy and numeracy as pupils record their work. For example, pupils write up their investigations carefully and use graphs and tables to record their findings.

59. Thorough and very effective assessment systems enable pupils' progress to be tracked very carefully. Their progress is regularly reviewed and alterations are made to the planning of lessons and support given to pupils to secure their continuing high achievement. Marking is good overall, but does not always provide pupils with the information they need to understand what they need to do to improve. Consequently pupils sometimes have to rely on their teachers in lessons to tell them what they need to learn next and their control over their own learning is diminished as a result.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Pupil achievement is very good.
- Teaching is good.
- The ICT suite is used well and is helping to raise standards.
- The subject is well monitored.

### **Commentary**

60. The teaching of ICT is good. Teachers plan thoroughly for ICT lessons and give clear explanations and demonstrations that enable pupils to learn well. The ICT suite is used well to support pupils' learning in literacy and numeracy. Opportunities to use ICT in other subjects are identified and pursued in the suite although they are not fully integrated into lessons that take place in classrooms on a day-to-day basis. The provision of the ICT suite has supported the rise in standards, and improvement since the last inspection has been good. Standards are average by the end of Year 2. This represents very good achievement for all pupils as they start school with very limited experiences in ICT. Pupils learn well when working in the suite. However, due to the arrangement of the computers it is difficult to arrange pupils so they all have a good view when using the television or projector and this does slow learning. Teachers currently overcome this difficulty by introducing some ICT lessons on the computers in the classrooms. The school has identified this problem and is drawing up plans to remedy the situation. By ensuring pupils clearly understand the tasks they are set, teaching assistants are used effectively to support pupils of all abilities and those with English as an additional language.
61. Because pupils enjoy their ICT lessons they concentrate well on the task in hand and collaborate well when working in pairs. Pupils have the confidence to experiment with the programs they are using and are quick to work out how they work. This means that they are making very good gains in learning and applying new skills. Consistently good teaching ensures pupils achieve very well from their well below average starting point to reach an average standard by the end of Year 2.

62. Leadership and management of the subject are good but more needs to be done to fully integrate ICT into pupils' learning in other subjects and improvements are required in the ICT suite. The subject leader is aware of the need to improve these aspects of the ICT curriculum and they are the focus for her current improvement action plan and monitoring. Individual pupil logs are used well to monitor pupils' progress. The information gained from these logs and teachers' plans is also being used well to identify future development in the subject that will improve the provision further. The ICT technician is used well to sort out any problems with the computers and this enables teachers to focus on their teaching.

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

63. Pupils are beginning to understand how ICT can help their learning in other subjects. For example, pupils were using programs on transport that related to their history topic. They were able to locate pictures of vehicles from the past and add text to the pictures. Pupils can also use the Internet for research. For example, in response to a challenge from the headteacher pupils used the Internet to find out that the Chinese New Year heralded the Year of the Monkey.

### **HUMANITIES**

Religious education and geography were inspected individually and are reported on in full below. Work in history was sampled and no firm judgements can be made about provision. Judgements made for this subject are based on the scrutiny of school documents and discussion with the subject leader.

64. The subject leader for **history** is knowledgeable and has a clear vision for the development of the subject. Assessment procedures are good and provide teachers with the information they need to plan lessons that move pupils' learning forward. Additional enrichment activities support pupils' knowledge and understanding in the subject. For example, pupils in Year 1 experienced a "Florence Nightingale Day". This involved role-play and drama relating to her life and the role she played in improving hospital conditions in the Crimean War.

### **Religious education**

Provision for religious education is **very good**.

### **Main strengths and weaknesses**

- Good teaching ensures pupils achieve very well over time.
- The school's cultural diversity enhances the learning and achievement of all pupils.
- Subject leadership and management is very good, and assessment procedures are good.

### **Commentary**

65. Standards in Year 2 are in line with the expectations of the locally agreed syllabus and children achieve very well from their well below expected level on entry to Year 1. Teaching is consistently good with some very good features that have a direct impact on pupils' achievement. Lessons are well organised and resources are used very well to support pupils' learning. Pupils from other ethnic and religious backgrounds who attend the school regularly bring additional resources from home, and these add considerable value to the learning experiences of their classmates. The very effective use made of these occasions by teachers adds an extra layer to pupils' knowledge and understanding of world faiths and their own community that results in their very good achievement overall. Pupils can identify similarities and differences between some of the main world faiths. This understanding is enhanced by the whole school celebration of a number of festivals such as Divali, Chinese New Year and Eid.

The very good relationship between pupils and their teachers enables sensitive issues such as “losing something precious” and “death” to be discussed in depth, with sensitivity.

66. The subject is very well led and managed. Regular monitoring of teachers’ planning and the good assessment of pupils’ work provide the subject leader with very good information about how well the subject is being taught and what pupils have learned. This information is used very well to guide teachers’ planning to ensure pupils make consistently good progress, and to identify areas for further development in the subject. The quality and care of pupils’ “special books”, in which they record their work in religious education, and displays around the school reflect pupils’ spirituality and the high regard given by the school to educating pupils about religious faith and its diversity around the world and in the local community. Improvement since the last inspection has been good because the subject is now closely monitored and assessment procedures are now good.

## **Geography**

Provision in geography is **good**.

### **Main strengths and weaknesses**

- Pupils achieve very well.
- Teaching and learning are consistently good.
- A practical and relevant curriculum supports the very good achievement of pupils.
- The subject is very well led and managed.

### **Commentary**

67. Pupils achieve very well from their below average starting point on entry to Year 1 to reach average standards at the end of Year 2. Teaching is good overall. Lessons are well planned and reflect teachers’ good subject knowledge. Teachers ensure lessons are practically based and relevant to the needs of all pupils. As a result, pupils concentrate well in lessons and learn well. Because teaching ensures pupils build successfully on their previous learning no time is lost and they develop a very secure understanding of all strands of the subject and are confident in the basic skills in the subject. Pupils can identify geographical features of the landscape such as rivers and beaches and draw their own maps. The use of books such as “The Jolly Postman” that are well known to pupils effectively supports their learning in geography. As they describe the route taken by the postman in the story they learn about compass points and simple grid references. Pupils record their work in a variety of ways including labeled diagrams and simple graphs. These activities not only support pupils’ learning in geography but also make a good contribution to their learning in English and mathematics.
68. Improvement since the last inspection has been good as learning objectives are now clearly identified in teachers’ planning. In addition, improved assessment procedures that are securely based on tracking pupils’ learning of geographical skills enable teachers to plan lessons that build successfully on what pupils already know. Subject leadership and management is very good. Regular monitoring of lessons and scrutiny of pupils’ work fully supports improvement in the subject, and future developments are clearly identified. Good use is made of the local area to support pupils’ learning, for example, pupils visit Horfield Church and Bristol Docks. These visits put what pupils have learned in the classroom into context and contribute to their overall very good achievement.

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

Art and design was inspected individually and is reported in full below. Work in design and technology, music and physical education were sampled. Insufficient evidence was gathered to make overall judgements on provision for these subjects. No lessons were observed in design and

technology, two lessons were observed in physical education and one in music. However, discussions with subject leaders and the scrutiny of pupils' work and teacher's planning form the basis of judgements made for these subjects.

69. From the work seen it is likely that standards in **design and technology** are average. Pupils' work, teachers' planning and school documents indicate that the subject is taught in a practical way. Pupils generate designs and learn to choose appropriate materials and tools. They evaluate their finished products. Pupils' work and knowledge and understanding in the subject are regularly assessed. Links are made to other subjects such as art and mathematics. Provision in the subject is monitored regularly to identify the next steps in its development.
70. In the lesson seen in **music** standards were average. Pupils are able to use percussion instruments to maintain a steady beat. Teachers make use of a commercially produced scheme of work that supports pupils' progression in learning. Pupils in Year 2 are taught by a music specialist on the school's teaching staff. This arrangement makes a positive contribution to pupils' learning. Resources are good and the school makes good use of the local authority loan service to access additional music and instruments. Opportunities to listen to music from other cultures are pursued during occasions such as assemblies.
71. One dance lesson and one games lesson were seen in **physical education**. Pupils worked hard to improve their performance and skills. Pupils in Year 2 benefit from being taught by a teacher with a strength in the subject. There is a clear scheme of work and pupils are regularly assessed. Resources are good overall.

## Art and design

Provision in art and design is **very good**.

## Main strengths and weaknesses

- Standards are above average and pupils achieve very well.
- Teaching and learning are good overall.
- Resources are used very well to stimulate pupils' imagination.
- Subject leadership is very good.
- Enrichment activities make a very good contribution to pupils' learning.

## Commentary

72. Most pupils start in Year 1 with average standards and reach a better than average standard by the end of Year 2. These standards have been maintained since the last inspection, but improvement since the last inspection has been good, as work on textiles is now firmly established in teachers' planning. The curriculum is very broad and very relevant, and enrichment activities such as "Arts Week" have enhanced the learning opportunities for pupils and contribute to pupils' very good achievement. Their skills in colour mixing, painting and printing are particularly good. They work imaginatively with a range of textures and materials to produce collage pictures that are colourful and well constructed. Pupils' skills in using a range of tools and materials are good and this enables them to produce well-finished pieces of work. Effective links are made to other subjects such as design and technology and ICT. Pupils study the work of a range of artists from different cultures and periods in history, and use what they learn as inspiration for their own work. For example, having studied the work of William Morris and looked at printed Indian textiles pupils produced good quality printed patterns of their own. This aspect of their work makes a good contribution to their spiritual and cultural development.
73. Teaching is good overall with some very good features that contribute to pupils' overall very good achievement. Lessons are well planned to build on pupils' previous learning and effective use is made of a wide variety of resources. Consequently pupils are motivated, they enjoy their

lessons and learn well in every lesson. Teachers and teaching assistants provide good support for pupils. As a result pupils work hard, behave well and confidently discuss their work with each other and adults. Demonstrations are used very effectively to show pupils new skills and techniques. Assessment procedures are good and pupils respond very well to suggestions made by others about how they might improve their work. Teachers use the information they gather to plan lessons that succeed in helping pupils to build well on the skills they already have. Displays throughout the school clearly show that pupils' work is valued and provides encouragement for pupils to improve their own skills.

74. The organisation of an "Art week" provides pupils with very valuable additional experiences in the subject that help to broaden pupils' knowledge, understanding and skills and so enhance their achievement overall. With the help of experts, pupils create very good quality large pieces of work such as felt and batik wall hangings, and painted murals that add colour and interest to the inside of the school and the walls of the playground. Leadership and management of the subject are very good. The subject leader is knowledgeable and provides good support for other teachers.

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

75. There was not enough evidence to report on this area individually, but one lesson in Year 1 was sampled. Aspects of 'Friendship' were being discussed sensitively with 'feelings' and 'being included' as a good focus for the lesson. The lesson contributed very well to the school's overall provision for pupils' care welfare and support.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

