

# INSPECTION REPORT

**Sefton Park Junior School**

Bristol

LEA area: Bristol

Unique reference number: 108961

Headteacher: Ms Lisa Karalius

Lead inspector: Mr Stephen Dennett

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> February 2004

Inspection number: 257426

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 to 11
Gender of pupils:	Mixed
Number on roll;	228
School address:	Ashley Down Road Ashley Down Bristol
Postcode:	BS7 9BJ
Telephone number:	0117 377 2555
Fax number:	0117 924 3111
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Viv Howells
Date of previous inspection:	18/05/1998

## CHARACTERISTICS OF THE SCHOOL

Sefton Park Junior School provides full time education for 229 pupils aged from 7 to 11 years. At the time of the inspection, there were 120 boys and 109 girls attending the school. The school serves a largely residential urban area of mixed housing, most of which is owner-occupied. The social and economic circumstances of the families sending children to the school are mixed, being neither advantaged nor disadvantaged. The proportion of pupils eligible for free school meals (9 per cent) is below the national average. Three-quarters of the children attending the school are from a White British background. The rest represent a range of other ethnic backgrounds, including Black Caribbean, Black African, Asian and mixed race origins. A very small minority are refugees. Around 14 pupils do not speak English as their first language, which is a higher proportion than most schools. A small minority of pupils are at an early stage of acquiring English. Overall, pupils enter the school with levels of attainment, which are above average. However, the school has identified 42 pupils (18 per cent) who require additional help with their learning, which is about average. A very small minority (0.9 per cent) have been given Statements of Special Educational Needs. Pupils have been identified as having specific learning difficulties (dyslexia), multi-sensory impairment, physical disabilities and autism spectrum disorders. The school employs a part-time teacher to specifically ensure that pupils with special education needs are supported effectively and included in all the school's provision. The number of pupils joining or leaving the school at times other than at the beginning of Year 3 or the end of Year 6 is below the national average. The present headteacher joined the school in September 2003 and most of the staff are relatively new to the school. The school has received a Healthy Schools Award and a Schools Achievement Award. It has also achieved the Inclusion Standard. It is currently working towards an Investors in People award and an award for excellence in information and communication technology (ICT).

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Mr Stephen Dennett	Lead inspector	Science Information and communication technology Religious education Geography
11564	Mrs Jean McKay	Lay inspector	
14997	Mrs Val Emery	Team inspector	Mathematics Art and design Design and technology
23412	Mr Alvin Jeffs	Team inspector	English, history, music, physical education

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS</b>	<b>18</b>
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>26</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school with a number of significant strengths. Standards are above average overall and teaching is good. The leadership and management of the school are very good. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Provision for inclusion and values education<sup>1</sup> is excellent.
- Standards in mathematics and science are well above average.
- The school provides excellent opportunities for the enrichment of the curriculum.
- There are excellent links with the community.
- The governance, leadership and management of the school are all very good.
- Pupils have very positive attitudes and behaviour is very good.
- Standards of handwriting, spelling and written presentation are not as high as they should be.
- The accommodation is not adequate for the needs of pupils.

Overall, the school has made a **good** level of improvement since its last inspection. Very significant improvements have been made to the quality of teaching and the provision for information and communication technology (ICT) and music. Good progress has been made in improving the internal decoration of the school, although there is still room for the further improvement of some areas. Insufficient progress has been made in improving standards of handwriting and the presentation of pupils' work. Also, although a good homework policy is now in place, it is not implemented consistently throughout the school.

### STANDARDS ACHIEVED

Pupils' achievement is **good**.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A*	A	C	E
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.*

The above table shows that in the 2003 national tests, standards in English were in line with the national average, but well below those found in similar schools. In mathematics and science, standards were in the top 5 per cent nationally and very high when compared to similar schools. Overall, in all three core subjects<sup>2</sup> standards were well above the national average and above those found in similar schools.

Current standards are **above average** overall. Standards in English are in line with the national average. Standards in mathematics and science are well above average.

**Attendance** and punctuality are both **satisfactory**. **Pupils' personal qualities** are developed very **well** and behaviour is **very good**. Pupils have very positive attitudes to school. Pupils' **spiritual**,

<sup>1</sup> 'values education' – the systematic teaching of agreed values which permeates the whole school's ethos

<sup>2</sup> English, mathematics and science

**moral, social and cultural development** is **very good**. The school's values education makes an excellent contribution to pupils' personal development.

## QUALITY OF EDUCATION

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

**Teaching and learning** are both **good**. Teachers have good subject knowledge, which they use well to ensure that pupils learn at a good rate. Teachers' planning is very good. Most pupils demonstrate very good levels of concentration and this has a positive effect on the progress they make. Most pupils work together very well. The progress made by pupils with special educational needs is good. The progress made by pupils who do not speak English as their mother tongue is also good. Systems for assessment are good and the information gathered is used effectively to adjust planning and set targets for further improvement.

The **curriculum** meets the needs of pupils very well. The school provides many opportunities for enriching the curriculum and provision is excellent. The accommodation is unsatisfactory overall. Several classrooms are too small for the number of pupils which have to use them, and the space in the playgrounds is too restricted for vigorous games. The exterior of the building is in a poor state of repair. The school has **good** procedures for pupils' **care, welfare, health and safety**. Pupils are very well looked after and supported. The involvement of pupils in the work of the school is very good. **Links with parents** are **very good** and parents play a very active part in the life of the school. The school provides high quality information, which is appreciated by all concerned. **Links with the community and other schools** are **excellent**.

## LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are both **very good**. The headteacher provides an excellent educational direction to the work of the school and is very well supported by the governing body, the deputy headteacher and other key staff. All staff are fully committed to inclusion and the promotion of equality and this aspect of the school's work is excellent. The **governance** of the school is **very good**. All statutory requirements are met. Subject leaders make a very good contribution to the management of the school, and this is having a positive effect on pupils' learning. There is a sharp focus on raising standards and improving provision. Excellent use is made of self-evaluation to set targets for the school's development. The financial management of the school is also excellent.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents** have **very positive** views of the school. They say that they are kept very well informed and think the school management deals quickly with comments and complaints.

**Pupils** like school **very much**. They enjoy coming to school and are fully engrossed in their work. Pupils enjoy the school lunchtime clubs and taking part in extra-curricular activities, such as the St Paul's Carnival.

## IMPROVEMENTS NEEDED

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

- Improve the quality, consistency and presentation of pupils' writing as required by the last inspection report.
- Improve the quality of the accommodation to provide sufficient space for practical and physical activities.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

Standards are **above average** overall and pupils' achievement is **good**.

#### Main strengths and weaknesses

- Standards in mathematics and science are well above average by the end of Year 6.
- Standards are above the expected level in geography, ICT and religious education.
- Pupils' achievement is good in music and physical education.
- Pupils with special educational needs make good progress.
- Standards in writing, including handwriting and presentation, are not as good as they should be.
- Pupils with special educational needs achieve well in language and literacy skills, particularly with regard to confidence and self-esteem.

#### Commentary

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

Standards in:	School results	National results
English	27.1 (29.3)	26.8 (26.9)
mathematics	30.2 (30.7)	26.8 (26.9)
science	31.7 (30.9)	28.6 (28.5)

*There were 54 pupils in the year group. Figures in brackets are for the previous year.*

1. Standards in English were average in the 2003 national tests at the end of Year 6. However, they were well below average when compared with similar schools. The proportion of pupils gaining the higher Level 5 was average. In mathematics, standards were in the top 5 per cent when compared nationally and well above those found in similar schools. The proportion of pupils gaining the higher Level 5 was in the top 5 per cent. Standards in science were in the top 5 per cent compared nationally and well above those found in similar schools. The proportion of pupils gaining the higher Level 5 was in the top 5 per cent. Standards in all three core subjects were well above average overall and above average when compared with similar schools. Standards show a significant improvement between 2000 and 2003. The amount of progress this group of pupils made between the end of Year 2 and the end of Year 6 was well above average.
2. Current standards in English are average at the end of Year 6, but achievement is good, because pupils are now making good progress in relation to their prior attainment. Standards in speaking and listening are good and most pupils have well-developed reading skills. However, standards of writing are not as high as they should be. Pupils make good use of their literacy skills in subjects across the curriculum.
3. Standards in mathematics are currently well above average at the end of Year 6 and pupils' achievement is very good. Pupils have a very good grasp of basic numeracy and their mental arithmetic is very good. They make good use of their mathematical skills in subjects across the curriculum. They have a good understanding of geometry and make effective use of their knowledge of data handling to produce charts and graphs.
4. In science, standards are very good throughout the school and pupils achieve very well. They have good grasp of how to carry out an investigation and older pupils are able to work out their own solutions to scientific problems. Pupils' knowledge and understanding of life processes



are well developed and they have a good grasp of the properties of materials and explain many physical processes.

5. Standards in ICT are above the expected level and pupils' achievement is good overall. Pupils make good use of their ICT skills to support their learning in other subjects. However, a few pupils who have exceptional ICT capabilities are not challenged sufficiently and therefore are not making as much progress as they should. In religious education standards are above those expected by the locally agreed syllabus and pupils' achievement is good. The subject makes a very good contribution to pupils' personal development. Standards in geography are above those expected at the end of Year 6 and pupils have a very good grasp of ecological issues.
6. Standards in physical education are in line with those expected but there is some restriction on the progress they make in games, due to the accommodation. However, pupils' achievement is good overall in other aspects of the subject as pupils are making good progress. Standards in art and design, design and technology, history and music are in line with expectations.
7. Evidence from the individual education plans indicates that pupils with special educational needs make good progress. Significant progress is made by pupils with specific learning difficulties (dyslexia). Other pupils, with problems in confidence, literacy and mobility, develop well during their four years and leave the school with a very positive image of themselves. Many pupils with English as an additional language experience some difficulties in acquiring specialist vocabulary and developing some of the more sophisticated elements of English grammar and punctuation. This means that they progress well in English skills, but require additional support to extend and develop their writing skills. The school has identified this as an area for further development. Gifted and talented pupils have shown good progress in mathematics, science, music and physical education. English and ICT have developed activities to challenge these pupils in the same way.
8. Although standards of writing are satisfactory overall, the standard of pupils' handwriting and the quality of presentation are both unsatisfactory. Written work, though frequently imaginative is marred by poor construction and inaccurate spelling. A significant proportion of pupils are still printing instead of joining their letters and there is an unacceptable variation in style between different groups. The presentation of pupils' work is not as good as it should be and this has a negative effect on accuracy in some subjects, such as science.

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

Pupils' attitudes and behaviour are **very good**. Spiritual, moral social and cultural development is **very good**.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and their attitudes to learning are very good.
- The pupils' appreciation of their own and others culture is excellent.
- Pupils behave very well in the classroom and around the school.
- Pupils' willingness to take responsibility and to be enterprising is excellent.

### **Commentary**

9. Pupils have very good attitudes to learning. Nearly all listen attentively, are keen to discuss issues, answer questions and undertake tasks enthusiastically. This stems from good and sometimes very good teaching where teachers maintain a high level of interest and set appropriately challenging tasks, which ensure that all abilities have opportunities to achieve. Pupils' interest in school life and the range of opportunities and activities provided is excellent.
10. The ethos of the school promotes a high awareness and understanding of a wide range of cultures, which is within the school community and pupils are encouraged to accord dignity to

other peoples values and beliefs. Pupils are interested in participating in and responding to artistic and cultural experiences. Assemblies make a valuable contribution to pupils' awareness of cultural diversity and the different expressions of worship represented in the school.

11. Standards of behaviour are very good in the classroom and around the school, including the playground, where pupils play harmoniously. Pupils discuss the school rules and are fully aware of the high standards expected of them. Parents agree that standards of behaviour are very good. They also stated that if bullying did occur, it was dealt with well in class. The school is helping to teach pupils to behave well through its values education, which is promoted well in displays throughout the school and through careful planned lessons.
12. From their first entry to school, pupils are encouraged to become independent and take on responsibilities and this is another excellent aspect of personal development. Chosen pupils from each year group throughout the school are representatives on the school council and represent a strong voice for pupils in the school. They are instrumental in making improvements and changes and work very well independently with their own budget. Lunchtime clubs are often run by responsible pupils and include all pupils enhancing opportunities to widen the curriculum by such activities as juggling, games and comic clubs.
13. Pupils with language, literacy and behaviour difficulties are well accepted by other pupils. As a result, they feel equally at home in the classroom or in the small groups where they receive good attention to their learning needs.
14. The pupils' spiritual, moral, social and cultural development is very good. The school successfully aims to foster spiritual awareness and growth and helps pupils to recognise and respect social differences and similarities. Through its values education, honesty and respect, together with perseverance and spirituality are constantly referred to and promoted. This is establishing a strong school ethos, which helps pupils to develop personal qualities, which are valued. Staff show a high level of respect and concern for the needs of pupils, taking their views very seriously. Strong features of the provision for personal development are through assemblies and 'Circle Times'<sup>3</sup>. These provide an arena for discussions of right and wrong and reflection on personal qualities. Pupils show a high level of interest in the religious beliefs and customs of other cultures. All areas of the curriculum provide support to foster this interest and comparisons are frequently made in art and design, geography and music.

## Attendance

15. Attendance is **satisfactory** overall and has improved since the previous inspection. Punctuality at the beginning of the school day is **satisfactory**, bearing in mind that the school does not have a car park, and is situated on a very busy main road.

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

Authorised absence		Unauthorised absence	
School data:	5.9	School data:	0.5
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.*

<sup>3</sup> During Circle Time pupils discuss a wide a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
Mixed – White and Black African	3	13	0

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

The above table relates to two boys, one of whom was repeated excluded during the previous school year for poor behaviour.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

### Teaching and learning

Teaching and learning are both **good**. Assessment is **good**.

### Main strengths and weaknesses

- Teachers' planning is very effective.
- Teachers are very good at engaging and encouraging pupils.
- Pupils apply themselves to their work very well.
- Pupils have a very good capacity to work independently and collaboratively.
- There is a very good insistence on high standards of behaviour.
- Assessment systems are good and used effectively.
- Teachers and teaching assistants support pupils with special educational needs well.
- The use of homework to support learning is inconsistent.

## Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	12 (32%)	21 (55%)	4 (10%)	0 (0%)	0 (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.*

16. The quality of teaching is good overall, with a significant proportion of very good teaching. Planning is very effective and clearly identifies what pupils need to learn in each lesson. As teachers share this information with pupils, the majority have a good grasp of what they need to do to improve their work. Teachers have secure subject knowledge and make effective use of questioning to ensure that pupils make good progress in their acquisition of knowledge, understanding and key skills. The teaching methods used are imaginative and quickly engage pupils' attention and interest. The teaching of mathematics is very good throughout the school and English is taught well.
17. Pupils have very positive attitudes to learning and work hard. Levels of concentration in lessons are high. Teachers are constantly challenging pupils to do their best and provide the most able with stimulating extension work. Pupils work together well and encourage each other with positive comments. They work well independently and are developing good research

skills. All teachers take effective steps to ensure that all pupils, including those with special educational need, have full access to the curriculum. Teachers have high expectations of pupils' behaviour and this ensures that in nearly all lessons behaviour is very good and pupils learn effectively.

18. The school has good systems for assessing pupils' progress and effective use is made of the information gathered. Lessons are evaluated in the light of pupils' progress and adjustments made where necessary to ensure that all pupils learn at a good rate. Analysis of national tests and other information is thorough and the school uses this information effectively. Pupils have a good understanding of what they need to do to improve through the constructive and helpful marking of their work by teachers. In addition, most teachers share with pupils what they have to learn and this is reviewed at the end of lessons. Pupils carry out their own self-assessments well. The overall monitoring and assessment of pupils with special educational needs is good. Statements of need and individual plans are reviewed well. Parents and pupils are involved well in developing their own targets. More work can now be carried out to involve pupils in reviewing their own progress.
19. Good work is carried out by teaching assistants in language and literacy skills. This is characterised by careful attention to individual targets and good planning that links classroom work to pupils' individual plans. As the result of this good support, classroom teachers have developed sufficient skills in planning for and motivating these pupils. Teachers and teaching assistants are very sensitive to the needs of pupils for whom English is an additional language and are thoughtful in their planning for these pupils. The appointment of a bilingual assistant has been very successful for teachers, pupils and parents. It has contributed well to the renewed value placed on all families and their language. This is an initiative that could usefully be extended as it is contributing well to overall progress in English skills.
20. Although satisfactory use is made of homework overall, this varies from class to class and subject to subject. There is a good policy in place and guidance has been given to parents. However, there does not seem to be consistency in the monitoring of reading at home or the giving and marking of homework in science, for example. Pupils do not have a regular means of recording their homework assignments in all classes and the homework given is not always marked by teachers.

## The curriculum

The curriculum provided by the school is **very good**. The opportunities for enrichment are **excellent**.

### Main strengths and weaknesses

- The broad range of worthwhile curricular opportunities enables pupils to achieve well overall.
- The school provides excellent enrichment activities.
- The school provides well for pupils with special educational needs throughout the school.
- It is a strongly inclusive school, valuing and celebrating all pupils equally.
- The school values the diversity of cultures within the community and is always seeking to welcome and learn from this richness.
- The school building in its present state has many drawbacks.

### Commentary

21. The challenging and interesting curriculum is a key factor in the pupils attaining above average standards and their good achievement. Planning provides secure coverage for all subjects and statutory requirements are met. Assemblies and the school's involvement in values education provide innovation and interest for pupils. The curriculum is well planned to meet the needs of all its pupils well, ensuring that the good levels of attainment achieved when pupils enter the

school are maintained and improved upon. Good cross-curricular links are being established in subjects, such as English, religious education and ICT.

### Example of outstanding practice

Inclusion for all pupils is excellent. The school prepares its pupils well for living in a multicultural society, through careful planning to celebrate the cultures and differences of the school population in the everyday life of the school, assemblies, displays, visitors and school events.

#### **The celebration of the Islamic New Year**

The celebration included a number of performances, which valued a wide range of cultures. The school community was entertained and fully appreciated Indian drummers, calypso singing and 'Bollywood' dancing. The whole school used sign language as they signed 'Somewhere Over the Rainbow'. Finally the headteacher reinforced a strong message to an appreciative audience that Sefton Park Junior School is '*an exciting place to learn and grow*'. The whole event makes an excellent contribution to pupils' cultural and spiritual development.

22. The school provides excellent extra-curricular activities. Pupils organise their own clubs at lunchtime, adding to the rich variety of opportunities already on offer covering art, music, sport and ICT. Religious festivals are celebrated by school events, such as Diwali and Eid-ul-Fitr and the Chinese New Year. A highlight of the school year is their active participation in the Bristol, St. Paul's Carnival. Much research and preparation goes into the costumes for this event.
23. The school has a very positive approach to inclusion. The school's mission statement says '*Our school is an exciting community in which everyone is valued*'. This is carried out excellently in practice. The school has undertaken detailed work on inclusive practice and developed a very good plan for access in a difficult building. It also seeks to include everyone in all aspects of its life. Assemblies celebrate the widest range of cultures with song dance and story. The appointment of the new headteacher and a bilingual teaching assistant, the development of an inclusion co-ordinator and her membership on the senior management team demonstrate the governing body's commitment to value everyone within the community.
24. The commitment to inclusion is apparent in the way that those pupils with special educational needs are taught and supported. This is clear from teachers' attitudes within class where every pupil is given a fair opportunity to participate and shine. The withdrawal work provided for pupils experiencing learning difficulties is good, providing pupils with a quiet area with relevant and enjoyable activities. Skilled teaching assistants also undertake work of a high quality with pupils' early literacy and language development. This ensures that good progress is made by these pupils. Activities for gifted and talented pupils are developing well. Advanced skills work in physical education, support for a county swimmer and the introduction of 'Bollywood' dancing are all examples of initiatives that have helped these pupils develop their skills to a high level.
25. The accommodation in its present state has many drawbacks and is unsatisfactory. Some of the issues have remained unresolved since the previous inspection. Parts of the building are in a poor state of repair, such as the outside windows. All classrooms have been painted since the last inspection, but now look tired and worn, in spite of a rolling programme for redecoration. The library is situated on the second floor and has no wheelchair access and the acoustics in the school hall are unsatisfactory. The outside playgrounds are fairly bleak and there is no suitable playing field for games and sports. The size of some rooms is too small for the numbers in the class and restricts the curriculum, for example, in practical science. There is an increase in the number of classes expected in the next two years, for which the school has no suitable accommodation. A serious problem for staff and visitors is the complete lack of private parking facilities, which impedes punctuality for staff and parents delivering pupils.

## Care, guidance and support

The school makes **good** provision for ensuring pupils' care, welfare, health and safety. Provision for pupils' support and guidance is **very good**. The involvement of pupils by seeking and acting on their views is **very good**.

### Main strengths and weaknesses

- The school has good systems to ensure the proper care, health and safety of all its pupils.
- The school promotes a very caring ethos.
- There is a strong awareness of the needs of all pupils.
- Pupils with special educational needs are encouraged to check their own learning targets and they receive good counselling if they have behaviour difficulties.
- There are very good arrangements for the transfer of pupils from the primary to this school.

### Commentary

26. Procedures for ensuring child protection are well known amongst all adults in the school. The use of outside agencies reinforces these procedures to good effect. The school provides a happy learning environment, which is enhanced by many attractive wall displays of pupils' work, and multi-cultural artefacts. Close attention is paid to health and safety issues, by teachers and the governing body. A number of parents spoken to during the inspection said how much they appreciated the very good care and guidance that their children receive. The school believes that every pupil is very well known, and that their needs are personally assessed and catered for. Inspection evidence agrees that this is indeed the case. During the inspection, pupils were able to say exactly what they would do in the event of a fire.
27. The personal development of pupils is at the heart of the school's inclusive and caring ethos, and is monitored very well by all adults in the school. Teachers work sensitively and very conscientiously to meet the needs of all pupils in their care, especially those with special educational needs. Teaching assistants show considerable skill, sensitivity and patience as they guide and support individuals or groups of pupils. Pupils spoken to during the inspection said they would have no hesitation in approaching the school if they had a problem, and they also welcomed being included in the running of the school in a number of ways, for instance by helping out in the office, and also by being members of the school council. There have been anti-bullying workshops run through Children's World Theatre Company and Bristol District People First (who are a group of people with learning difficulties). There is good provision for first aid, including a staffed room for pupils who are feeling unwell. The school believes in being aware of the needs and welfare of others when formulating codes of behaviour and school rules. As a result, it is a well-ordered community where very good behaviour is seen both in classrooms and playtimes.
28. Pupils with Statements of Educational Need have good plans, which link well to the targets identified. Other pupils with learning difficulties are set appropriate targets and these are monitored well by staff and pupils themselves.
29. Very good induction arrangements ensure that pupils moving up from the adjacent primary school settle quickly into their new routines. These arrangements include teaching staff and year two pupils visiting the primary school and holding regular circle times to discuss, for instance, 'endings and beginnings'. As a result, pupils settle very quickly to their new routines, and pupils said during the inspection, that any fears they had about this major move, were soon overcome by the very friendly atmosphere at their new school.

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

There are **very good** and effective links with parents. There are **excellent** links with the community. There are **very good** links with other schools.

## **Main strengths and weaknesses**

- Parents are well informed about the school and with their children's standards and progress.
- The very good contribution parents make to their children's learning at school makes a positive contribution to their achievement.
- The excellent links with the community help to enrich the curriculum and make pupils strongly aware of their own multi-ethnic culture.
- The very good links with other schools ensure that pupils transfer happily onto their next stage of education.
- The Home/School Association provides strong support for the school.
- Parents appreciate the fact that pupils and families from all cultural backgrounds are valued and included

## **Commentary**

30. Parents spoken to during the inspection said they are now well informed about the school through the attractively presented weekly newsletters, the prospectus, curriculum information, and the governors' annual report to parents. They are well informed about their children's progress through consultation evenings, informal meetings after the end of the school day, and through very comprehensive annual reports. Parents said that they felt they could approach the school at any time with suggestions or complaints, and said they felt reassured by the presence in the playground by the headteacher or the deputy headteacher at the beginning and end of the school day.
31. The excellent community links enhance pupils' learning opportunities in many ways. There are good links with Bristol University through the values education project, which underpins the ethos of the school, and with 'Rolls Royce buddies' who provide valuable support in mathematics and reading for children with specific needs. Strong links with the local church and visits by the local vicar to the school to take assemblies, strengthen pupils' awareness of their religious education teaching. Pupils greatly enjoy performing in the multi-cultural St. Paul's carnival every year, and the Stages Dance Festival. Parents are very much involved with making costumes and lending valuable support to teachers for this and many other occasions. The local supermarket has provided the school with equipment, and is very much involved with their 'Healthy Eating' project.
32. Parents make a very good contribution to pupils' learning by providing help at home, in the classroom and on trips and visits. Parents contribute to learning in very specific ways, for example, during 'Arts Week', parents, carers and artists from the community came into work with mixed age ranges of children. A local potter has visited pupils in Year 5 to share her skills and experience. A former pupil who now lives abroad makes a very generous donation to the school each year towards school trips. The active Home/School Association also makes a valuable contribution to the school by raising money for many valuable resources, such as books and overhead projectors.
33. For the few pupils who have English as an additional language, the school plays music from around the world each morning, and there are displays saying 'hello' in a variety of languages. Family learning is being developed by parents working in the computer suite in their spare time to gain ICT qualifications.
34. There are very good links with the local comprehensive schools, and pupils spoken to during the inspection said they were looking forward to this next stage in their education. Parents spoken to during the inspection said that pupils were well prepared both by visiting the schools, and by teachers from the schools coming in for regular discussions.
35. Parents of pupils with special educational needs are regularly informed of meetings and reviews. Many attend and their children benefit from this involvement. The school makes every

effort to let parents know when there is a change in their child's needs and staff are always available for discussion. Parents appreciate this support and speak well of this aspect of provision

36. Much has been done to involve all families in the school. There is more work to be carried out in drawing all families into the school, but the philosophy and 'open door' attitude of all staff has already been successful in developing better communication. It has enriched curriculum areas, such as music, dance, religious education and English through the active involvement of the richest range of cultures and languages.

## **LEADERSHIP AND MANAGEMENT**

The governance, leadership and management are all **very good**.

### **Main strengths and weaknesses**

- The headteacher's vision for the school is excellent.
- All staff are supported very well by an informed governing body.
- Everyone subscribes to an exemplary commitment to the inclusion of all pupils.
- There have been very good curriculum developments and innovations.
- All developments are backed by excellent self-evaluation and financial management.
- Not all curriculum leaders have developed their subjects fully by monitoring teaching.
- All managers have been active in ensuring that the progress of minority groups within the school is analysed and action taken to improve teaching.

### **Commentary**

37. The headteacher provides an exciting and well-conceived vision for the school. It is one rooted in the acceptance of all pupils within a school that is at the heart of the community. This has driven the many developments within the school over the past year. It is a vision that is highly valued by parents. The headteacher is very well supported by a highly skilled senior management team. They have built effectively on the good foundation laid by the previous headteacher. The team is fairly new, but works in a unified way, discussing issues with insight and professional experience. This assists in making the very best use of time and resources. Their planning sets a very good model for the rest of the school.
38. Senior staff receive very good support from a very perceptive governing body. The governors were clear that the present headteacher embodied the qualities and skills needed by the school, and this has proved to be correct. They now support her and staff with a deep understanding of what needs to be done. They feel able to contribute to and question the very detailed and relevant school improvement, which covers the next three years. However, there is currently not a close enough link between the governing body and the teaching of subjects within classrooms.
39. Both the vision and the planning seek to develop further the inclusion of all families and the acceptance of all pupils within the school. This clarity of purpose has meant that staff have been appointed with the skills to develop the new values education curriculum, training devised to develop the understanding of what an inclusive school is and support provided to new staff to develop their teaching and management in a way that takes the school further forward in its aspirations to raise standards.



### Example of outstanding practice

The first act of the new headteacher was to ask for detailed reviews of all areas of the curriculum. This had two beneficial effects. It placed a value on the curriculum leaders and assisted them in developing as good managers. In addition, it allowed the school to understand exactly where it was in all aspects of learning. As a result, standards in mathematics and science have improved dramatically and music has been introduced and resourced well as a full curriculum subject. In addition, new curriculum developments have been put in place to improve English standards and many other subjects. None of these developments would have had significant impact if the ability to self-evaluate and develop financial processes had not been addressed well. The inspection team was impressed by the way the whole school now looks carefully at standards and parents' and pupils' views in a thoughtful way. This allows all managers and class teachers to improve the provision by seeing what works and what doesn't.

40. The day-to-day administration of the school is carried out very effectively by the school bursar and her team. She is ably assisted by a group of Year 6 pupils at lunch-time, who answer the phone and carry out simple clerical duties responsibly. The financial management of the school is excellent and ensures that the school has all the necessary funds to achieve its educational priorities. The school carried forward a significant balance to the current financial year. This money is being held in reserve for further improvements to the building and to fund curriculum initiatives.

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

Income and expenditure (£)		Balances (£)	
Total income	517,738	Balance from previous year	28,333
Total expenditure	478,793	Balance carried forward to the next	38,945
Expenditure per pupil	2,012		

41. The senior management team and the governing body have a very real, day-to-day understanding of the work relating to pupils with special educational needs. Funds identified for these pupils are used appropriately and the school has shown considerable imagination in developing the role of subject managers in managing teaching assistants. Senior managers are clear that all developments need to be reviewed in the light of their effect on all minority groups within the school. This very positive and successful approach is also demonstrated by most subject managers, most effectively within English.
42. The commitment, imagination and skills of all staff provide the school with the strongest resource possible for development. However, the restrictions placed on many activities by the accommodation are a considerable barrier to progress.

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The overall quality of teaching is good.
- English skills are developing well across the curriculum.
- Pupils with special educational needs make good progress.
- Pupils who speak English as an additional language make good progress.
- The subject is very well led.
- Standards in pupils' written work are not as high as they should be.
- There has been good improvement in this subject since the last inspection.

#### Commentary

43. Standards in English in the 2003 national tests were average, but significantly lower than those achieved by the same pupils in mathematics and science. Inspection evidence suggests that the same will be the case in 2004. Many factors appear to be involved in this. All have been actively addressed by the headteacher and the subject manager. Staffing is now more stable, there is a stronger commitment to the National Literacy Strategy and clear policies relating to handwriting, spelling, presentation and marking are being implemented. Standards in the lower years of the school indicate that these are already beginning to have a positive effect. Standards are average overall. However, achievement is good because pupils are now making good progress in relation to their prior attainment.
44. When they join the school, most pupils speak clearly, listen well, have an enthusiasm for reading and write in basic sentence formats with clear regular print. As they progress, pupils make good progress in these skills as they move through the school, including pupils for whom English is a difficulty, an additional language or both. These pupils develop well in confidence and become more accurate in their reading and spelling as the result of a good programme for teaching the basic components of English and teaching that focuses well on individual needs. Pupils have the opportunity to role-play and act out play scripts within English lessons and this assists in the good achievement of most in both speaking and reading aloud.
45. Standards in writing are not as high as they should be. Until recently, a stronger emphasis was placed on the content and quantity of writing than on the basic structures and rules of spelling, grammar and punctuation. This has meant that motivation has been high, but presentation has not done many pupils' work justice. The new subject manager has been active in developing and sharing good, practical policies in all of these areas and there is a noticeable improvement in the presentation of work in younger pupils. In addition, more careful attention is now paid to the National Literacy Strategy and lessons are planned with clear timings that assist in making them more pacy and enjoyable.
46. Teaching is good overall as pupils are now making good progress in their learning. The good quality of lessons and teachers' emphasis on sharing and paying attention also mean that listening skills develop well. Learning is good, as pupils concentrate well and behaviour is almost always very good. The skilled use of computers, overhead projectors and 'big books'<sup>4</sup> also have a positive effect on pupils' learning and add to their enjoyment of a wide range of texts, including poetry and plays. In addition teaching assistants provide good support for staff, discussing the planning and working in a knowledgeable way with groups of pupils and individuals. Most lessons include good opportunities for pupils to work as a whole class, in pairs and small groups and on their own.

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<sup>4</sup> 'big books' – vary large books which are produced so that the whole class can read from them at the same time.

47. The leadership and management of the subject are very good. The subject manager is an excellent role model for the teaching of the subject and the techniques she has introduced have been most effective. New ideas have been based on good practice and a very careful analysis of attainment and progress by sub-groups of pupils within the school. There is now a higher standard and consistency in planning, instructions and marking than five years ago and overall improvement since the last inspection is good. However, homework is not used effectively to encourage and enhance literacy skills. Weaknesses in the use of reading records, links with home and the use of homework are all missed opportunities.

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

48. There has been a distinct improvement in the use of pupils' literacy skills in other areas of the curriculum. Thus, in subjects, such as physical education, mathematics, science and humanities, there is a good focus on the key words for each topic and this contributes well to the development of pupils' vocabulary. ICT has been well used to develop journalistic skills and this provides a good basis for developing the important skills of accuracy and presentation. In a wide range of subjects, teachers use flow charts, frames and tables to assist in the structure of pupils' writing. Not enough use is made of the library for research purposes, especially for higher attaining pupils. Although teachers are becoming more consistent in their use of marking and attention to detail in spellings and grammar, there is still not a complete consistency in this across all classes. Opportunities are missed to draft and re-draft work to enable pupils to judge and improve their own work and accuracy.

### **MATHEMATICS**

Provision in mathematics is **very good**.

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

- Standards in mathematics have been consistently very high for the last three years.
- Teaching is very good.
- Mathematics is well led and managed and this has continued to support the high standards.
- There is no planned approach to linking mathematics with other subjects.

#### **Commentary**

49. In last year's national assessments at the end of Year 6, standards were very high in comparison with the national average and with similar schools nationally. Evidence from the inspection and from tracking pupils, shows that pupils of all abilities have achieved very well from their entry to the school in Year 3 and standards continue to be well above average. Standards are very high and pupils' achievement is very good. Pupils have very good basic numeracy skills and use rapid mental arithmetic to arrive at correct solutions to problems. They explain well how they solve mathematical problems and use the correct technical terms. Pupils have a very good grasp of geometry and correctly identify acute and obtuse angles, for example. Older pupils are beginning to use algebraic symbols to solve general problems, such as the area of a rectangle.
50. Teaching and learning are very good and this had done much to raise standards. Lessons always begin with an opportunity for pupils to use their mental skills and recall previous work. Good use of whiteboards for pupils to individually display their workings, gives the teacher a good opportunity to assess the learning for all pupils and support those who need extra help. Very good attention is paid to giving pupils the opportunity to explain their ways of working mental calculations to the whole class. This helps to keep the lessons lively and maintain the pupils' interest. Expectations of teachers are high and this builds well on the good previous standards. There is often good information given to pupils about the previous day's work, which helps pupils to understand what the present lesson will focus on and what they will be learning. Lessons are very well planned and include key questions, which give structure to the lesson and include key teaching points. Pupils gain well in their understanding because of this and are

very well focussed on mathematics and keen to learn. In Year 6, the pupils are appropriately divided into ability groups and this works very well. It allows a whole class to work at an above average level. Extra support is allocated to the other class to provide small group teaching for those who are a little below average. This very good support allows these pupils to achieve equally as well as the other pupils and makes a very good contribution to the high standards at the end of Year 6.

51. The leadership of mathematics has recently changed, but the high standards and good monitoring systems have been maintained and the leadership is good. Pupil interviews, monitoring of pupils' work and liaison with the subject manager in the infants' school have been part of this good work. Information from joint monitoring with a local education authority adviser has been used well to identify areas for further improvement, such as progression in the shape and space aspects of mathematics. Standards have risen very well since the previous inspection and have stayed consistently very high for the last three years.

### **Mathematics across the curriculum**

52. There is good evidence of mathematics being used consistently and well in science and ICT. Other good use is made in some subjects, such as geography, but this is not sufficiently planned for to make the best of its potential. Pupils use their data handling skills well in science, for example, to create line graphs and pie charts to illustrate their findings.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average and pupils' achievement is very good.
- Teaching and learning are both very good.
- Pupils have very positive attitudes to the subject.
- The subject makes a good contribution to pupils' spiritual, moral and social development.
- The leadership and management of the subject are both very good.
- The accommodation restricts large-scale investigation activities.

### **Commentary**

53. In the 2003 national tests, standards were in the top 5 per cent nationally. In comparison with similar schools, standards were well above average. The proportion of pupils achieving the higher Level 5 was well above average. The progress this group of pupils made between the end of Year 2 and the end of Year 6 was very good.
54. Current standards are well above average and pupils' achievement is very good. Pupils have a good grasp of living processes and identify correctly consumers and predators in a food chain, for example. Younger pupils correctly identify the bones in a skeleton and describe accurately their function. Pupils are aware of the properties of materials and apply their knowledge well to other subjects, such as design and technology. In their investigative work, they correctly identify which changes in materials are reversible and which are not. Pupils have a very good grasp of investigative science, and design their own experiments to answer questions posed by the teacher. Occasionally, however, the recording of their findings are marred by poor presentation and handwriting.
55. The quality of teaching is very good overall and this has done much to raise standards. Teachers have good subject knowledge, which they use very effectively to extend pupils' knowledge and understanding of scientific processes. Good emphasis has been placed on investigation, and as a consequence, pupils have made very good progress in this aspect of the subject. Learning is very good overall and pupils clearly enjoy the subject very much. This

is evidenced by the high levels of concentration seen in lessons and the intelligent way in which they discuss their findings. Behaviour in the lessons observed was very good overall and sometimes excellent. Teachers' planning is very effective and clearly identifies what pupils need to learn in order to progress. Assessment is good and end-of-unit tests are used well to set further individual targets for improvement. Marking is supportive and helps pupils improve their work. Teachers work very hard and to good effect to ensure that all pupils have equal access to the curriculum and are ably helped in this by learning support assistants.

56. The subject manager provides very good leadership and management for the subject. She has a very clear vision for science education in the school and has set very challenging targets for improving the already very high standards achieved by pupils. The school's values education plays an important role in the subject, and pupils' discuss a wide range of ecological and ethical issues. This has a very positive impact on pupils' spiritual, moral and social development. The level of improvement since the previous inspection is nothing short of excellent. Although teachers work very hard to overcome the restrictions of the accommodation, large-scale investigations are very difficult in some of the smaller classrooms. The school has plans to convert an outside block into a science laboratory to overcome these restrictions.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Standards have improved significantly since the previous inspection.
- Pupils' achievement is good.
- Teaching and learning is good.
- The leadership and management of the subject are effective.
- Assessment systems are not used effectively to provide pupils with exceptional ICT capabilities with work, which is well matched to their needs.
- The ICT suite has too few computers for a whole class to use them at the same time.

### **Commentary**

57. Standards are above those expected at the end of Year 6 and pupils' achievement is good. Pupils make good use of their well-developed research skills to find information on the Internet. They correctly frame questions in search engines to get the desired results. Pupils have good text processing skills, which they use well to produce animated presentations for religious education, for example. When using spreadsheets, pupils know how to enter formulae to produce the required result and use tables to generate graphs of different types. Younger pupils follow simulations to work out what steps to do next and to solve problems. Pupils' programming skills are well developed and they accurately program a floor 'turtle' to trace out acute and obtuse angles. Pupils make good use of programs to produce regular two-dimensional shapes on the computer screen.
58. Teaching is good and pupils are now making good progress in their learning. Teachers plan interesting and imaginative lessons, which engage pupils well. Pupils are enthusiastic about ICT and enjoy using computers and other equipment in their work. Behaviour is very good and pupils treat equipment with care. Teachers have good subject knowledge and expertise and make good use of questioning to extend pupils' skills, knowledge and understanding. Teachers have taken the time and effort to enable pupils to work well independently, and this is having a very positive effect on the progress they are now making. Good use of teaching assistants means that all pupils, including those with special educational needs, have full access to the curriculum. Assessment systems are in an early stage of development, but are beginning to provide teachers with good information about pupils' progress and achievements. However, insufficient use is made of assessment information to ensure that pupils with exceptional ICT capabilities are given challenging tasks that match their abilities.

59. The subject leader provides good leadership and management for the subject. Her enthusiasm has raised the profile of ICT throughout the school and this has had a positive effect on teachers' confidence and expertise. The leader has spent considerable time and effort on improving hardware resources, which are now having a positive effect on raising standards. The school has made a good level of improvement since the previous inspection, when provision was unsatisfactory. The ICT suite is well equipped, but there are insufficient computers for a whole class to work on them at the same time. As a consequence, some pupils waste time waiting for their turn to use the equipment. The school is aware of the problem and is taking steps to ensure that sessions are managed more effectively.

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

60. Pupils make good use of their ICT skills in other subjects. They use the Internet for research in history and science, for example, and use digital cameras to record their investigations. Pupils make good use of their text processing skills to write poems, stories and accounts in English and geography. Teachers make very effective use of projectors to present information, which increases pupils' interest and enjoyment of lessons. Pupils make good presentations to illustrate their work in a wide range of subjects.

### **HUMANITIES**

61. **Geography** was not a focus of the inspection, but one lesson was observed and pupils' work was sampled. From this evidence, it appears that standards in the subject are **above those expected** at the end of Year 6. The subject makes a very good contribution to pupils social and cultural development, by providing them with detailed information about other cultures and making them aware of environmental issues.
62. **History** was not a focus of the inspection. However, in the two lessons seen teaching was **satisfactory** overall. Pupils work and comments indicate that standards in history are **in line** with national expectations. Pupils develop a good sense of time and understand what is in the distant past and what is more recent. In addition, work on the Greeks, the Romans and the Victorians indicate that they have an understanding of what life was like in those periods.

### **Religious education**

Provision in religious education is **good**.

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

- Standards are above those expected by the locally agreed syllabus.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- The subject is a major contributor to the school's values education.
- Teaching and learning are good
- The good leadership and management of the subject have raised its profile throughout the school.

#### **Commentary**

63. Pupils' levels of achievement are good and standards are above those expected in the locally agreed syllabus. Pupils have a good knowledge and understanding of Christianity, Islam and Hinduism. They are developing a good grasp of the main aspects of Sikhism, which is currently a topic in some classes. They understand that religious beliefs affect the way people think and behave. Pupils describe well major features of religious buildings and have a good grasp of the kind of celebrations that occur in such places. Pupils probe effectively such topics

as 'temptation' in relation to Lent and show sensitivity to the feelings of Jesus when discussing the Temptation in the Wilderness.

64. The quality of teaching is good. Teachers have good subject knowledge and seek to make lessons relevant to the experience of pupils. Planning is effective and is based on a well-developed scheme of work. This scheme is linked well to the school's values education and assemblies. There is a high degree of integration between the positive values promoted by the school, its excellent inclusion programme and the development of pupils' personal development. Collective worship makes a very good contribution to religious education by giving pupils' opportunities to celebrate and experience different religious expressions. As a consequence of all this cross-curricular activity, pupils' learning is good and they are enthusiastic about the subject. Pupils behave very well in lessons and this has a positive impact on the progress they make and the spiritual atmosphere promoted by teachers at such times.
65. The subject leader provides good leadership and has done much to raise the profile of the subject throughout the school. She has provided useful information on the religions being studied and this has raised teachers' confidence and subject knowledge. She has sought the help of local clergy, and this has boosted the resources available. There has been a good level of improvement since the previous inspection as a result. The management of the subject is good overall, although there is a need for the subject leader to monitor the teaching more closely by observing lessons.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. **Art and design** was not a focus of the inspection, but teachers' planning, previous work in art displayed on the walls and pupils' sketch books, indicate that standards are **in line** with expectations. There are good links with other subjects, such as geography, history and religious education. A strength of the subject is the very good links with the values education provided by the school.
67. **Design and technology** was not a focus of the inspection. However, two lessons were seen in Year 4. The previous work on display indicated regular work being undertaken. Pupils have a high level of enthusiasm for the subject, but sometimes do not finish their products to the standard to which they are capable and teachers report that some pupils are aware of this. Standards appear to be **in line** with expectations.

## Music

Provision for music is **good**.

### Main strengths and weaknesses

- Provision for music has improved very significantly since the previous inspection.
- The school has a high regard for music and singing and this has a positive effect on standards.

## Commentary

68. In the previous report standards were judged to be well below national expectations. Standards are now **in line**. Strong leadership has meant that good resources have been purchased to support an imaginative scheme of work. In addition, music has become an integral part of the school's inclusive atmosphere. Music from around the world is played at reception, songs from all cultures are celebrated in assemblies and good use is made of song in lessons, such as English. A fifth of the school belong to a very good choir that performs outside the school to considerable effect. In addition, instrumental work is financially supported where pupils find attendance difficult and clubs provide good enrichment of children's musical experience. The development of drumming within the school is excellent.

69. The assembly seen on the first day of the inspection was outstanding in its celebration of music and song from across the world. It was well attended by parents who showed real appreciation for the work undertaken by staff and pupils. Assessment and the use of ICT have been recently reviewed. These are both areas for development and work is already underway.

### **Physical education**

Provision is **satisfactory**.

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

- The teaching of gymnastics, swimming and dance is good.
- The curriculum is restricted as the result of limited accommodation and access to playing areas

#### **Commentary**

70. In the previous report standards were judged as in line with national expectations and this is still the case. However, pupil progress is now better and is always good rather than satisfactory. Pupils enjoy all aspects of the subject and receive teaching that makes good use of time and the limited accommodation available.
71. A new subject manager has been effective in providing staff with a good scheme of work and is beginning to introduce assessment to back this up. In addition he has undertaken a number of imaginative initiatives to develop playing areas, additional coaching and opportunities to extend the dance curriculum. The benefits of this may be seen in the enthusiasm and good skills development of all pupils in every aspect of the subject. Collaboration with swimming trainers at the local baths provides very good teaching of Year 3 pupils and the achievement certificates ensure a good understanding of how to develop as a swimmer.
72. Collaboration with the local secondary school provides dance teaching of a high quality that is already assisting in the development of impressive performance skills by pupils and dramatic confidence building for some more reticent pupils. The school hall and the playground areas place constraints on what pupils can achieve. They also make it difficult for talented teachers to teach effectively.

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

Provision for personal, social and health education is **very good**.

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

- Values education makes a strong contribution.
- Teaching is consistently good.
- A scheme of work has been written but is not fully operational.

#### **Commentary**

73. The particular needs of the pupils are catered for very well and pupils reach good standards and achieve well. They are developing a good maturity and confidence and are able to participate fully in school activities. Overall, they are independent and self-confident. They have the skills they will need to be well prepared for living in a multicultural society.
74. The teaching is good. Teachers make very good links to the values education curriculum and lessons are well structured. Teachers make good use of the time available and issues are explored sensitively and well. Good teaching strategies are used, such as paired discussion and quiet times for personal reflection, which are used to good effect. Pupils are encouraged to talk openly on such issues as acts of honesty or personal achievements. Because the values



curriculum is linked well with many subjects, good work is achieved in most lessons and makes this subject a strong part of the ethos of the school and everyday learning.

75. The leadership and management of the subject are already good, although this subject is in the early stages of development. The developing scheme of work will be trialled in the autumn term and will be based on having more discrete curriculum time and moving beyond the discussion circle time approach.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
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).*