

INSPECTION REPORT

BLACKHORSE PRIMARY SCHOOL

Downend, Bristol

LEA area: South Gloucester

Unique reference number: 109121

Acting Headteacher: Ms D J Frazer

Reporting inspector: Mrs C M Skinner
23160

Dates of inspection: 30th June – 2nd July 2003

Inspection number: 259425

Full inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body,
Name of chair of governors:	Mr J Kenvin
Date of previous inspection:	June 1998

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9446	Helen Griffiths	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23434	Marie Gibbon	Team inspector	English, history, music, English as an additional language.	
18083	Judith Howell	Team inspector	Art, geography, religious education, the foundation stage curriculum.	How good are the curricular and other opportunities offered to pupils?
14596	Tony Fiddian-Green	Team inspector	Mathematics, design and technology, physical education, special educational needs, educational inclusion including racial equality.	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blackhorse Primary School caters for 213 pupils between the ages of three and 11. Of these, fifty-three children attend part-time in the Nursery. There are significantly more boys than girls, particularly in Years 3, 4 and 5. The school is broadly average in size. Approximately eight per cent of the pupils come from minority ethnic groups, which is higher than average. Ten pupils (six per cent) speak English as an additional language, one of whom is at an early stage of language acquisition. This is higher than average. Fifty-six pupils are on the school's register of special educational needs, 26 of whom have statements. This is much higher than in most schools. The school is designated to provide 20 places for pupils with social and communications difficulties. Thirty-four pupils (21 per cent) are eligible for free school meals, which is above average. The turnover of pupils is similar to that seen in most schools: in the previous year, five pupils joined the school and five left it at times other than those of the usual admission or transfer. Attainment on entry to the school is well below average.

HOW GOOD THE SCHOOL IS

The school provides a sound education for its pupils. It has some good and very good features. Strong leadership provides clear and decisive direction for the school, which continues to improve. The quality of teaching and learning is good and enables pupils to make good progress in lessons. The school gives sound value for money.

What the school does well

- Good leadership and management give clear direction to the school and identify appropriate priorities for improvement.
- The quality of teaching and learning is good in Years 1 to 6.
- Very good provision for pupils with special educational needs enables them to make good progress and to take a full part in the life of the school.
- Pupils have very positive attitudes to school and their personal development and relationships are very good.
- The school makes good provision for pupils' moral development and very good provision for their personal and social development.
- The school works well in partnership with parents to support their children's learning.

What could be improved

- Standards in English, mathematics and science throughout the school and in history and information and communication technology in Years 3 to 6.
- The provision for children in the Reception class.
- Curricular planning and provision in science and information and communication technology.
- Assessment procedures and the use of assessment information to guide curricular planning in subjects other than English and mathematics.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a satisfactory improvement since it was last inspected in June 1998 and it has a good capacity for further improvement. The trend of improvement in the school's performance in the national tests in Years 2 and 6 has been greater than the national trend. There is a higher proportion of good teaching than at the time of the last inspection. However, the quality of teaching in the Foundation Stage is not as high. The leadership and management of the school have improved and there is clear direction for its future development. Curricular planning has improved, although there are still some weaknesses in science. Provision for the teaching of information and communication technology has improved, although its use in other subjects is not sufficiently well planned for. Assessment procedures in English and mathematics are more rigorous, but those in most other subjects are still underdeveloped. The provision for pupils with special educational needs is greatly improved, particularly for pupils with profound and complex difficulties, whose needs are now very well met. The school has successfully introduced a structured programme for improving pupils' speaking and listening skills which is having a good impact on learning.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E*	E	E	E
mathematics	E*	D	C	B
science	E*	C	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

In 2000, the school's results were in the lowest five per cent of schools nationally. The proportion of pupils reaching Level 4 (average) increased significantly over three years, although it remained low in English because of the high proportion of pupils with language and communication difficulties. There were also fewer higher attaining pupils in English than in mathematics and science. Almost half of the pupils in the present Year 6 have special educational needs and approximately a quarter have statements of special educational need. In a year group of only 17 pupils, this has a significant impact on overall standards, which are well below average in English, mathematics and science. Standards in information and communication technology and history are also below average. They are above average in art and average in all other subjects except music, where it was not possible to make a reliable judgement. The school sets appropriately challenging targets for pupils in English and mathematics. Although standards are low, records show that pupils have made satisfactory progress and achieve soundly.

There are similarly high numbers of pupils with special educational needs in Year 2, where standards are also well below average in English, mathematics and science. Standards are above average in art and average in all other subjects except music, where no judgement could be made. Achievement is satisfactory in Years 1 and 2. By the end of the Reception year, standards are well below average in communication, language and literacy and mathematical development, below average in knowledge and understanding of the world and creative development and average in personal, social and physical development. Achievement is satisfactory given the pupils' low attainment on entry to the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to do well and show enthusiasm for all activities. Pupils' very good levels of interest and motivation make a positive contribution to their progress.
Behaviour, in and out of classrooms	Good. Pupils move around the school in an orderly fashion. They are polite, open and friendly to visitors. Behaviour is good in lessons.
Personal development and relationships	Very good. There are many opportunities for pupils to take responsibility and these are taken seriously. Relationships are very good between pupils and adults and among pupils. Pupils are very considerate of one another's feelings.
Attendance	Satisfactory. Attendance has improved significantly over the past three years and is now very close to the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The good balance between structured and free play activities in the Nursery helps to build good relationships between children and develop their independence. In Reception, there are limited opportunities for children to use their creative and imaginative skills and to develop independence in learning. There is good teaching of basic skills in literacy and numeracy in Years 1 to 6. The very good relationships between teachers and pupils and teachers' effective management of the pupils help to create a very positive atmosphere in lessons. Teachers have high expectations of the pupils, and this helps pupils to acquire knowledge, skills and understanding at a good pace. Teachers use a good range of methods and strategies to interest and motivate boys and girls alike and, as a result, pupils show good levels of interest, concentration and independence. Teaching assistants provide valuable support for pupils in lessons. Teachers' good knowledge and understanding are communicated well to pupils through clear explanations and effective questioning, which involve pupils productively in their own learning. Although teachers' planning takes good account of pupils' differing needs in literacy and numeracy, this is not always the case in other subjects. The marking of pupils' work is inconsistent in quality and does not always show them how to improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The curriculum meets statutory requirements but there are weaknesses in curricular planning and provision in science and information and communication technology. Curricular provision in mathematics and art and design is good. Very good provision for pupils' personal, social, health and citizenship education significantly enhances their personal development.
Provision for pupils with special educational needs	Very good. Pupils have good access to the whole curriculum. Pupils in the Resource Bases receive a very good, broad, and balanced curriculum with a strong emphasis on numeracy, literacy, and social and communication skills. Pupils are integrated very well into mainstream classes.
Provision for pupils with English as an additional language	Satisfactory. Pupils receive appropriate support to enable them to gain access to all aspects of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is promoted soundly through religious education and assemblies. Moral development is fostered well through the consistent implementation of agreed rules and expectations. There are very good opportunities for pupils to take responsibility and contribute to the life of the school community. Sound provision for cultural development is enhanced by well planned visits and visitors which increase pupils' awareness of cultural diversity.
How well the school cares for its pupils	Good. There are good arrangements for ensuring pupils' welfare and for monitoring and improving their behaviour and attendance. Good procedures for assessing pupils' attainment and progress in English and mathematics enable teachers to track their progress and set appropriate targets. Assessment procedures in several other subjects are unsatisfactory, as is the use of assessment information to guide curricular planning.

The school works well in partnership with parents and they, in turn, provide good support for the school. These factors have a positive influence on the quality of pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher provides very good leadership and clear direction for the school. She is well supported by the senior management team. The management of provision for special educational needs is very effective.
How well the governors fulfil their responsibilities	Satisfactory. Governors make a sound contribution to shaping the direction of the school. The headteacher keeps them well informed and has led them to a good understanding of the school's strengths and weaknesses. They are becoming increasingly effective in their role as a critical friend.
The school's evaluation of its performance	Good. There is a strong commitment to self-evaluation, and thorough analysis of the school's performance guides the setting of priorities in the school development plan. Rigorous procedures for monitoring the quality of teaching help all staff to improve their practice.
The strategic use of resources	Good. The school uses its resources efficiently to provide good levels of staffing and an appropriately resourced curriculum. Financial management and administration are good. The principles of best value are implemented soundly. The headteacher and governors have taken appropriate steps to address a shortfall in funding for the current school year.

The school is well staffed and this has a positive effect on the quality of pupils' learning. The accommodation is satisfactory but the library is underused. There are sufficient resources to support the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable approaching the school with questions or problems. • Their children enjoy coming to school and make good progress. • The teaching is good. • The school has high expectations of their children. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The range of activities outside lessons. • The information they receive about their children's progress.

The inspection team agrees with the parents' positive views of the school and also finds that pupils are given appropriate amounts of homework. Extracurricular activities are satisfactory overall, but there are no clubs for pupils in Years 1 and 2. Information about pupils' progress is good and teachers are always willing to talk to parents informally.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The nature of the school's intake, and, in particular, its specific provision for pupils with special educational needs, present difficulties when comparing the school's performance with that of other schools. For example, the proportion of pupils with special educational needs is very high in Year 2 and Year 6. Approximately a quarter of the pupils in each year group have statements of special educational need and almost half are identified as having learning difficulties. In addition, the small year groups mean that care should be taken when analysing the results of the annual national tests, as one pupil's results can have a significant effect on the overall picture. These factors should be taken into account when reading the following paragraphs.

2. The well-established day-to-day routines in the Nursery enable all children to feel secure, safe and grow in confidence. The children's attainment is broadly in line with that expected for their age. The range of attainment on entry to the Reception classes is well below average. This, however, includes the high number of children who have not attended the school's Nursery. From this low starting point, the majority of children, including those with special educational needs, broaden and consolidate their knowledge appropriately in most areas of learning. By the time they leave the Reception class, the majority of the children are achieving satisfactorily and are on course to meet the Early Learning Goals in their personal, social and emotional development and in their physical development. In their knowledge and understanding of the world and creative development, most children attain standards that are still below the national expectation for this age group and in their communication, language and literacy and mathematical development, attainment is well below expectations. This shows a significant decline in standards since the previous inspection when the majority of children reached the expected levels for their age.

3. In the national tests for Year 2 pupils in 2002, standards were below the national average in reading and writing and well below average in mathematics. This represents an improvement on the results of the previous three years in reading and writing. The proportion of pupils who reached Level 2 (average attainment) was lower than that seen in most schools because of the high proportion of pupils with special educational needs. However, the percentage of pupils who attained Level 3 (above average) was similar to the national figure. Compared to similar schools, standards were average in reading and writing, and below average in mathematics. Over the past five years, the school's results have improved at a rate greater than the national trend. Teachers' assessments in science in 2002 showed standards to be well below the national average overall, but similar to the national picture at Level 3.

4. The findings of this inspection are that standards in Year 2 are well below average in English, mathematics and science. They are lower than the previous year because of the very high proportion of pupils with statements of special educational need in the present year group. These judgements are also lower than those made by the previous inspection, which found standards to be average. However, the national test results for that same year showed that standards were well below average in reading, writing and mathematics. The school continues to focus on raising standards in reading, writing and mathematics, and evidence from the lessons seen and the pupils' work shows that the strategies being used are beginning to have a positive effect. In science, curricular planning does not ensure that pupils acquire knowledge and skills in appropriate progression from year to year.

5. In Year 2, standards in art are above average because there is good teaching of skills and plenty of opportunities for pupils to practise and refine these. In all other subjects, standards are similar to those seen in most schools, except in music, where there was not enough evidence to make a firm judgement. Standards are higher than in the previous inspection in art, design and technology, geography, history and information and communication technology, where pupils' progress was

unsatisfactory. Pupils are now making sound progress in these subjects because of improvements in curricular planning, teaching and resources. Standards in physical education and religious education have remained at similar levels to those seen five years ago. Overall, pupils' achievement is satisfactory. Records show that pupils make sound progress and reach satisfactory standards when compared to their attainment on entry to the school.

6. In the national tests for Year 6 pupils in 2002, standards were well below the national average in English, and average in mathematics and science. This represents a rise in standards compared with the 2001 results in mathematics and science, whereas the results in English have remained low for the past five years. Compared with similar schools, the results were well below average in English, above average in mathematics and well above average in science. Over the past five years, the overall trend of improvement has been greater than that seen in most schools. The findings of this inspection show that standards in the present Year 6 are well below average in English, mathematics and science. As in Year 2, this is because of the very high proportion of pupils with special educational needs in the year group. This also explains why standards are slightly lower than those seen in the previous inspection. Raising standards continues to be a priority for the school, and there is evidence to show that the strategies being implemented are beginning to have a good effect. The school has set suitably challenging targets for pupils to achieve in the national tests in 2003.

7. In Year 6, standards are above average in art, where good teaching of knowledge and skills enables pupils to achieve well. Standards in geography, design and technology, physical education and religious education are similar to those seen in most schools. Standards in history are below average because pupils' work lacks depth and their ability to interpret evidence is limited. Standards are also below average in information and communication technology because there are gaps in pupils' knowledge in some aspects of the curriculum, such as control technology and sensing physical data. The school has already identified this and allocated funds to improve provision in these aspects of the subject. There was insufficient evidence to make a reliable judgement in music. Standards are similar to those seen in the last inspection in history, information and communication technology, physical education and religious education. They are higher in art, design and technology and geography.

8. Analysis of the results of national tests reveals that boys generally do better than girls. In this inspection, no significant differences in attainment between boys and girls were evident. This is because teachers are alert to the need to ensure that all pupils are well motivated and interested in what they are learning and take this into account when planning lessons.

9. Overall pupils achieve soundly in Years 3 to 6. Records show that pupils in the present Year 6 attained well below average standards in the national tests four years ago. Since then, they have made satisfactory progress. The most able pupils, who reached Level 3 in Year 2, are working at Level 5 (above average), while those who reached Level 2 in Year 2 are on target to achieve Level 4 (average). There is evidence of higher standards and good achievement in Years 3, 4 and 5, where the proportion of pupils with special educational needs is not as high.

10. Pupils who have special educational needs make good progress. They achieve well in relation to their previous attainment. The targets set for them are very carefully chosen in order to address their specific needs, and they are given good support in lessons. The planning and provision of appropriate work, and the amount of help they receive, result in good progress towards their individual targets, which are monitored regularly. Pupils achieve well in subjects such as art, geography, design and technology and religious education because teachers provide plenty of practical activities to aid learning and pupils' progress is not hindered by their weak literacy skills.

11. In the two Resource Bases, pupils make good progress towards their own specific targets. Some make very good progress. They all have targets that are designed to address their social and communication difficulties, but also, each pupil has individual targets for attainment in English and mathematics. All of these are very carefully monitored and recorded by support assistants and

teachers. So successful is the provision for some pupils, that they are able to work wholly, or mainly, within the mainstream classes. This represents very good progress and achievement.

12. Pupils who speak English as an additional language develop their confidence well in the supportive and caring atmosphere of the school and make good progress in all aspects of learning. This enables them to take part appropriately in class activities and to achieve suitably high standards.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to learning are very good, an improvement on the last inspection. Their behaviour is good and personal development is very good. The latter also represents an improvement since the last inspection. Parents feel very strongly that behaviour and attitudes are good.

14. In its mission statement, the school aims to ensure that all children fulfil their academic potential, have positive attitudes to learning, feel confident in themselves and able to take initiative and have a sense of their personal worth. Pupils' attitudes reflect the school's aims very well. They are keen to come to school and punctuality is good. Pupils are thoughtful of others and know right from wrong. They are very keen to take part in extracurricular activities.

15. Pupils' attitudes to learning are consistently very good. They show interest in lessons and concentrate well. For example, in a Year 1 personal, social and health education lesson on likes and dislikes, pupils quickly engaged in discussion in groups and discussed their ideas very well. They show very good levels of concentration and application and listen well to their teachers, as in a Year 1 design and technology lesson on plan views. Pupils are keen to do well and value their teachers' praise and encouragement. They work well together in groups, and often show good independence in their learning. In a Year 6 history lesson on Greek theatre, pupils were very enthusiastic about independent fact-finding. Pupils' very good levels of interest and motivation make a positive contribution to their progress.

16. The school functions well as an orderly community. Pupils know the rules well and feel they are treated fairly. They respond positively to teachers' expectations of good behaviour and, as a result, behaviour is good in lessons, assemblies and at play and lunch times. Pupils move around the school in an orderly fashion. They are polite, open and friendly to visitors. Teachers offer good examples of courtesy and fairness. Relationships are very good between pupils and adults and among pupils: for example, in a Resource Base lesson for Years 1 and 2, pupils had very positive attitudes and behaved very well because the teacher had created very good relationships. Pupils are very considerate of one another's feelings and thoughtful in their approach to pupils with special educational needs. Bullying is rare and pupils and parents are confident that it will be dealt with quickly and effectively. There have been 13 exclusions in the last three years, almost all involving two pupils. One of these has now left the school and the other has been permanently excluded. Procedures were properly followed and approved by the governors and the Local Education Authority.

17. Pupils' personal development is very good. There are many opportunities for pupils to take responsibility and these are taken seriously. Older pupils volunteer to help younger ones at play time and with reading. The 'buddy' system works very well. Pupils value the opportunity to have their achievements recognised in the 'Gold Book'. They understand the values of other cultures through art, music, religious education and geography and show respect for the feelings of others.

18. Children in the Nursery settle quickly to the daily routines and grow in confidence. They soon become independent and respond to the activities provided with enthusiasm. At the start of the day they enter the Nursery happily, find their own name card and post it into the post box before settling onto the carpet for registration. In the Reception class the children's behaviour is generally good, but at times some children find it difficult to work together and take turns when not under the direct supervision of an adult.

19. Pupils in the Resource Bases have very good attitudes towards school, and they generally behave very well. This is because those responsible for their education have worked hard, with great care and patience, to enable their pupils to learn how to behave appropriately in groups, and in mainstream classes when they join them. Pupils concentrate well in lessons and enjoy school. There are very many examples of how well the pupils are included into the whole life of the school, and this is helping them to do well.

20. Attendance rates, which were below average at the time of the last inspection, have risen steadily and are now only slightly below average. This is due to a small number of families with attendance problems. The attendance of pupils in the Resource Bases is good. Registration takes place quickly and effectively and ensures a calm start to sessions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The previous inspection found that the quality of teaching and learning was good overall. Good teaching was seen in just over half of the lessons observed and there was a small percentage of unsatisfactory teaching. The findings of this inspection are that the quality of teaching and learning remains good, overall, although there are some variations between different parts of the school. The proportion of good and very good teaching is higher than at the time of the last inspection. Of the 54 lessons observed during the inspection, five were very good, 31 were good and 17 were satisfactory. There was one unsatisfactory lesson. Overall, there has been a satisfactory improvement in the quality of teaching and learning since the previous inspection.

22. The quality of teaching and learning for children in the Foundation Stage is satisfactory with some good features in the Nursery. During the inspection, ten lessons were seen, of which three were good, six were satisfactory and one was unsatisfactory. The good balance between structured and free play activities in the Nursery helps to build good relationships between children and develop their independence. A strength of the teaching in the Nursery is the very good teamwork between the teachers, nursery nurses and learning support assistants. All adults in the Nursery know the children well as individuals and are skilled at developing warm relationships. Consequently the children settle happily into the Nursery, gain in confidence and develop good attitudes to learning. The quality of teaching and learning in the Reception class is satisfactory, overall, and children broaden and consolidate their knowledge in most areas of learning. However, there are some important areas of weakness, notably in the limited opportunities provided for children to use their creative and imaginative skills.

23. All adults working with children in the Foundation Stage listen with interest to what the children have to say and, through careful questioning, develop their communication skills. Work in general is successfully planned to capture children's interest and maintain their short concentration spans, and this enables them to try hard and to make appropriate gains in their learning. The management of children is good and all teachers work closely with the assistants to provide caring support and help to promote children's learning. Teachers' planning in the Nursery and Reception classes is carefully matched to the recommended Early Learning Goals. The Reception teacher has appropriately modified the National Literacy and Numeracy Strategies to meet the needs of the children. The use of assessment to monitor the children's development is satisfactory and enables teachers to plan appropriately for their future learning experiences.

24. The quality of teaching and learning in Years 1 and 2 is good. Of the 19 lessons observed, two were very good, 14 were good and three were satisfactory. The quality of teaching and learning is good in English, mathematics, information and communication technology, art and physical education and satisfactory in all other subjects except music, where there was insufficient evidence to make a judgement. Good teaching of literacy and numeracy skills enables pupils to acquire knowledge and understanding at a good pace. This was illustrated well in a Year 2 literacy lesson where pupils practised and improved their reading and phonics skills and used the text to broaden their awareness of adjectives. Teachers' high expectations of all pupils promote effective learning and ensure that

lessons are productive. They create a positive atmosphere for learning, and motivate and interest pupils well. Teachers provide well for pupils' differing needs in literacy and numeracy. A good example was a numeracy lesson in Year 1 where pupils were learning to combine different coins to make various amounts of money. Higher attaining pupils were given a challenging task and expected to work independently, which they did with enthusiasm. Lower attaining pupils and those with special educational needs were supported well by adults as they completed activities which were challenging but within their capabilities.

25. The quality of teaching and learning is good in Years 3 to 6. Of the 25 lessons observed, three were very good, 14 were good and eight were satisfactory. The quality of teaching and learning is good in English, mathematics, art and physical education, and satisfactory in all other subjects except music where there was insufficient evidence to make a judgement. Literacy and numeracy skills are taught well. Teachers use varied and interesting teaching methods which motivate and interest pupils and this helps to promote good progress. For example, in a good numeracy lesson for Years 3 and 4, the teacher developed pupils' knowledge of three-dimensional shapes by using a 'feely bag' and prompting pupils to ask questions about shapes in order to try and identify them from their description: "Has it got a square base?"..."Does it have a circular face?" The pupils enjoyed this activity, which increased their understanding of the properties of different shapes.

26. Throughout the school, teachers' good knowledge and understanding are communicated well to pupils through clear explanations and effective questioning, which involve pupils productively in their own learning. Where teaching is very good, teachers inspire pupils and fire their enthusiasm through their own imaginative approach to the topic. This was illustrated very well in a mathematics lesson for pupils in Years 3 and 4, where pupils created a path for a robot which needed krypton and a power pack as a means to developing their understanding of angles and the concepts of 'clockwise' and 'anticlockwise'. Another good feature of the teaching throughout the school is the very good relationships that teachers form with their pupils, based on mutual respect and an awareness of their individual needs. Teachers give praise and encouragement to all pupils, which inspire them to take a pride in their work and to put a lot of effort into it. Throughout the school, homework is used appropriately to reinforce learning, especially in literacy and numeracy.

27. Some aspects of teaching are less effective. Although teachers' planning takes good account of pupils' differing needs in literacy and numeracy, this is not always the case in other subjects. For example, pupils' science books show that most complete the same worksheets or writing tasks regardless of their capabilities. A similar weakness was identified by the previous inspection. The marking of pupils' work is unsatisfactory. Although there is some good practice, it is inconsistent. The best marking recognises what pupils have done well and also shows them how to improve their work. Much consists only of ticks and brief comments, which sometimes give too much praise for work that is at best satisfactory.

28. The quality of teaching and learning for pupils who have special educational needs is good. Teachers and assistants provide good support and appropriate activities that enable these pupils to become fully involved in their work. They understand the needs of the pupils well, and they have copies of the targets that have been set for the pupils, in order to incorporate these into their work. The good teaching and support enable pupils with special educational needs to make good progress. Assistants are well deployed, and there are sometimes two or three present in lessons. They involve themselves well with their pupils, often sitting on the carpet with them and enabling them to take part in discussions and to answer the teacher's questions.

29. The teaching of pupils in the Resource Bases is very good. Teachers and assistants work very well together to provide purposeful and dedicated support for their pupils. Lessons are well planned to meet the needs of the pupils and due notice is taken of the special targets set for each pupil. This enables pupils to make significant progress. Teachers and assistants provide many very good opportunities for the social and behavioural development of the pupils. A very good example of this

was seen in an English lesson in the Key Stage 2 Base. The teacher was very skilled at motivating pupils and involving them in discussing the story they were following. They joined in very well and learned to take their turn. As a result of the teacher's very lively and expressive reading, everyone was fully and positively engaged and they thoroughly enjoyed the lesson. The teacher provided very good opportunities for pupils' speaking and listening skills to be developed.

30. The quality of teaching and learning for pupils who speak English as an additional language is good. Teachers and teaching assistants know their pupils well. They ensure that work and activities are well matched to their needs and that pupils' achievements are recognised and celebrated. Classrooms are supportive and caring places and as a result pupils develop confidence in using the English language well.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

31. Although the curriculum promotes the school's aims and fulfils the statutory requirements for National Curriculum subjects, and those for religious education and collective worship, the range and quality of learning opportunities are unsatisfactory. This is because the planned curriculum for science is not sufficiently adapted to meet the needs of pupils in the school. In addition there are limitations in aspects of information and communication technology in Years 3 to 6. In the last inspection, a key issue was to put in place a clear framework for curricular planning to ensure continuity and progression in children's learning. Since then, there has been a good improvement in the planning for most subjects apart from science. There are now appropriate policies and schemes of work for all other subjects. There are clearly strengths in the curriculum, particularly for mathematics and art and design. An appropriate amount of time is devoted to the teaching of all subjects. The amounts of time identified to enable such subjects as design and technology, art and design, geography and history to be taught in half-termly blocks is generally efficient and provides for a reasonably broad curriculum.

32. The school's strategies for teaching numeracy are good and are having a positive impact on the achievement of all the pupils. The National Numeracy Strategy has been implemented well and is helping to develop pupils' mental calculation skills effectively. The National Literacy Strategy is fully implemented and is having a satisfactory impact on pupils' learning. The Framework for the national strategy provides a clear starting point for teachers' planning which includes all the elements of the strategy appropriately. In most lessons there is a good match of activities to pupils' abilities. The school makes good use of additional linked programmes such as the Early, Additional and Further Literacy Support to help pupils improve basic literacy skills. Pupils' reading and spelling skills are given additional effective support in the 'Synthetic Phonics' programme incorporated into literacy lesson of younger pupils.

33. Literacy and numeracy are being used appropriately across the curriculum. However, pupils' writing skills are not sufficiently developed to enable them to write in any depth in subjects such as history and religious education. Although some good examples were seen during the inspection, the use and development of information and communication technology across the curriculum is patchy and not planned for consistently well.

34. Curricular provision for pupils who have special educational needs is very good. Individual education plans are very carefully matched to pupils' needs and the targets are specific and attainable. They are reviewed regularly and the staff involved with special educational needs monitor pupils' progress with great care. This represents good improvement since the last inspection. Pupils are only withdrawn from lessons if it benefits them, and often the extra help that is planned is given within the classroom. This continues to match the school's commitment to including all pupils in as many aspects of school life as possible. Pupils who may have special educational needs are identified early in their school life. The co-ordinator and class teachers, together with assistants, monitor and support pupils well until decisions can be made about the level of support needed. The strong emphasis on English

and mathematics means that that the learning needs of all pupils are met well. Provision for higher attaining pupils is good and specific work is planned to boost their attainment.

35. In the Resource Bases, pupils receive a very good, broad, and balanced curriculum. The emphasis is on numeracy, literacy, and social and communication skills. Pupils are integrated into mainstream classes for the afternoons, and as much of the morning's work that is appropriate for them. They receive specialist help in developing speech and language skills. A very good feature of the provision for them is the time given to improving their social skills. For example, in one lesson seen in the Key Stage 2 Resource Base, pupils were learning how to use the telephone, and how to respond to an answerphone message.

36. The school provides a satisfactory range of extracurricular activities outside lessons. Pupils in Years 3 to 6 are able to participate in clubs during the lunchtime and after school, where boys and girls can sing in the choir, join a drama club and have the choice of two gymnastic clubs. An information and communication technology club has been introduced to target those pupils who need the skills to enable them access to the curriculum. Although there is baseball and football coaching for the older pupils, it is carried out by external trainers and the school has no team to represent it in competitive sporting events. Peripatetic music teaching in guitars and the harmonica is offered to pupils of all ages. There are however, no other extracurricular activities for the younger pupils in Years 1 and 2.

37. The curriculum is enriched by a good range of educational visits and visiting speakers invited into the school. For example, the pupils have had their experiences broadened by visitors to the school such as theatre groups that included members of the Old Vic Theatre and in turn the entire school visited the theatre to see a version of *Wind in the Willows*. Speakers from the Bristol Museum have enhanced aspects of the science and geography curriculum when they talked to pupils about dinosaurs and recycling issues. Other visits have included the Arboretum at Westonbirt, Weston Super Mare Museum, @Bristol and in addition good use is made of local walks to provide pupils with a greater knowledge of their immediate environment. The residential visit to Tregoyd in Wales provides older pupils with the opportunity to engage in a wide variety of activities that are not open to them in school, such as canoeing, archery, abseiling and orienteering. It also promotes the personal and social development of pupils well.

38. The curriculum for children in the Nursery and Reception classes is satisfactory, overall, but there are some important areas of weakness in the Reception class. Planning for the children in the Nursery and Reception classes takes full account of the six areas of learning as recommended in the curricular guidance for this age group. However, while some learning opportunities are exciting and engage the children's interest and promote achievement, there are aspects of the curriculum for children in the Reception class that are weaker. In general, they do not get enough opportunities for creative development or the chance to fully develop their personal independence. All children, including those with special educational needs and those who are learning English as additional language, have equal access to the opportunities provided. There is very good support for children in the Nursery who have a statement of special educational need.

39. Provision for pupils' personal, social, health and citizenship education is very good. The effective new programme places special emphasis on areas most appropriate for the school, such as speaking and listening and the discussion of emotional issues. Sex and drugs education is delivered through science lessons and very good use is also made of assemblies, circle time and timetabled lessons

40. Curricular provision for pupils who speak English as an additional language is appropriately matched to their needs. It is well supported by additional programmes provided by the school to develop social and communication skills. Teachers are aware of the need to ensure that pupils' vocabulary and comprehension are secure throughout the school and this provides well for those pupils who are on the earlier stages of language learning. There is currently insufficient guidance for further specialist strategies to help pupils whose language needs are more complex or if the numbers on the

school's register should increase. There is also insufficient guidance in how pupils' first languages might be used to support their learning.

41. The school has established many good links with the community. Pupils take part in local music festivals and the choir recently performed in the Colston Hall. Local theatre groups perform in the school and pupils recently visited the Old Vic. The local environment is used well as a resource for history and geography. Police and Road Safety advisors visit the school and church representatives regularly take assemblies. Pupils give a Christmas concert for the elderly and produce from the Harvest festival is given to the Salvation Army. Pupils are encouraged to think of others in the wider community and regularly raise money for charities.

42. The school has established a good relationship with the local Beacon School, through which co-ordinators regularly meet to share good practice and widen experience. Email links between pupils have been established. There are good links with the local secondary school and very good links between the Special Needs Co-ordinators of both schools. Good links have been built with local playgroups and nursery schools. Home visits are offered to all parents, who also have good opportunities to visit the school before their children start.

43. The personal development of pupils is good. The provision for pupils' moral development is good, as it was at the time of the last inspection. Pupils' social development is now very good. Provision for pupils' spiritual and cultural development is satisfactory and improving.

44. Acts of collective worship provide pupils with opportunities to reflect on their experiences and those of others. Pupils are encouraged to show respect and care for others and respond very well to this. There are some planned opportunities for pupils to develop spiritual awareness in lessons: for example, in a Year 2 music lesson, pupils were entranced by the teacher's demonstration of the use of the drone. Religious education lessons have a good input into pupils' understanding of different religions and there are some interesting displays of pupils' reflections on "What do we think about God?"

45. The school is successful in promoting good attitudes and behaviour. School rules are prominently displayed. The school's strategies for managing behaviour are applied consistently and pupils understand the system of rewards and sanctions. They understand the difference between right and wrong. They show respect for their teachers, each other and for school property. Teachers also provide opportunities for pupils to discuss and consider moral issues in lessons and assemblies.

46. There are many opportunities for pupils to work in pairs and in small groups. They respond well and are co-operative and friendly. Pupils enjoy working together in the range of activities provided by the school. There are many very good opportunities for all pupils to take responsibilities and show initiative. Older pupils enjoy helping younger ones and help the daily routines of the school to run smoothly. A residential stay for older pupils and the personal, social, health and citizenship programme make a good contribution to pupils' personal development.

47. Provision for pupils' cultural development is satisfactory. The school provides a good range of visits to enrich pupils' cultural experiences. There are some good examples of art on display, which show the high priority given to the subject in the curriculum. Peripatetic music teachers visit the school and the choir is developing well. Drama groups are very well supported. There are appropriate opportunities for pupils to learn about the richness and diversity of life in modern Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school is a caring community, which has a warm and friendly atmosphere. The care provided for pupils is good, as it was at the time of the last inspection. Child protection procedures are securely in place. All staff receive informal training, maintain records of concerns and discuss issues at weekly meetings. There are good links with the school nurse and all staff are watchful and aware of

child protection issues. The school has adopted local authority guidelines. Links with social services are satisfactory.

49. The school has effective health and safety policies and procedures. Three members of staff have been trained in first aid, as have all midday supervisors. Arrangements for dealing with pupils' medical conditions and for pupils who become ill during the school day are good. Accident books are properly maintained. Risk assessments are undertaken regularly. Fire and electrical equipment is checked annually. Fire drills take place each term and are logged appropriately. There is good safety practice in design and technology, physical education and science. The Internet safety policy is effective. Supervision at play times is good. The conscientious caretaker and cleaning staff ensure that the environment is safe and secure.

50. Pupils understand that good behaviour is expected of them because school rules are displayed prominently. Class teachers praise pupils for good behaviour and hard work and pupils value the 'Gold Book' assemblies, to which parents are invited. Sanctions are appropriate and parents are included early in the process for dealing with pupils who are causing concern. Anger management courses and 'Socially Speaking' courses are provided for pupils who need help in managing their behaviour and these make an effective contribution to the school's provision. Procedures for monitoring pupils' personal development are informal but effective, through class notes, teachers' personal knowledge and annual reports. The programme for pupils' personal, social and health education and 'circle time' make a good contribution to the school's provision.

51. Procedures for monitoring attendance are good. The Educational Welfare Officer visits the school each month. The school telephones parents on the first day of absence if no explanation has been received. Registers are checked daily and the headteacher and school secretary monitor the registers each month for patterns of lateness and absence.

52. Pupils who have special educational needs are very well cared for. There are very good procedures for the early identification of any pupils who may need additional care and support. Class teachers, assistants and parents are involved and informed at an early stage. As the pupils progress through the school, assessment and tracking of their progress are good, especially in the pupils' annual reviews. These are organised and reported very well and everyone who is involved in the child's education either attends or sends a report. The school provides a very good and very clear picture of the previous year's work. New targets are identified for the coming year, and these provide a clear focus for further development. The targets contained in pupils' individual education plans are reviewed regularly so that everyone concerned has a clear picture of how well pupils are doing.

53. Pupils in the Resource Bases receive very good care and support. Their special needs are very carefully assessed and addressed. A key feature of this very good care is the way in which the staff, teachers and assistants, in the Bases help pupils to integrate socially, and with appropriate behaviour, into all that they do. This applies to their own areas, and in the school at large. Assessment procedures frequently involve outside specialist agencies, as well as those carried out by the teachers and assistants in the Bases. They record the outcomes of lessons and the support given very carefully, and these records help to provide a detailed picture of each pupil's progress. The school as a whole is very sensitive and sympathetic towards the needs of the Resource Base pupils, and includes them very well in all activities.

54. Children in the Foundation Stage are very well cared for and it is evident that they feel at ease in the Nursery and are quickly helped to settle into the Reception class. Assessment and record keeping procedures are sound. During activities, the Nursery teachers, nursery nurses and learning support assistants observe the children and record any significant observations in their Individual Stepping Stones Record Booklets. The Reception class teacher has introduced the recommended Foundation Stage Profile to provide a continuous record of achievement for each child.

55. The care and support of pupils who have English as an additional language are good. Teachers and assistants know the pupils they work with well. The very supportive, caring ethos of the school and its respect for all individuals ensure that these pupils have good opportunities to take part in all school activities. There are appropriate procedures for identifying the needs of pupils with English as an additional language when they enter the school. This includes early contact with parents to establish pupils' first language skills. If pupils are at an early stage in their language learning the school makes use of the support services of the Local Education Authority. The school makes good use of the additional programmes provided for other pupils in the school who have communication difficulties, to develop language skills and confidence. Pupils' progress is carefully tracked through the school's systems and targets identified.

56. Overall the school's procedures for assessing pupils' attainment and progress, and the use of information from tests and assessments, are unsatisfactory. This was also the case in the school's previous inspection. In the last inspection, a key issue for improvement was the implementation of a consistent system for assessing and recording the progress of individual children. The school has made satisfactory progress in addressing this key issue. In English and mathematics, there is a good range of tests and assessments each term and at the end of each year, which provide a clear overview of pupils' learning. However, while the school has good procedures now in place to assess pupils' progress in English and mathematics and satisfactory procedures for assessing science and information and communication technology, there are no coherent whole school systems for assessing pupils' attainment in other subjects.

57. National test results are carefully analysed in literacy and numeracy to identify areas, which need improvement. End of term and yearly tests in other years in the school provide a useful overview of how well pupils are progressing. However these coherent systems have been developed only recently and information from the tests is not yet being used sufficiently sharply in setting class and individual pupils' targets to ensure that all pupils achieve well. An effective and satisfactory whole school system is now in place to track pupils' learning in English and mathematics as they move through the school. This is also a recent development and is not yet being used fully effectively to help pupils improve the rate at which they learn and provide a good level of challenge. Teachers' understanding of the finer grades of assessment within each national curriculum level and their link with pupils' good achievement is not always secure and this weakens the impact of some of the assessments.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Parents who responded to the questionnaire and attended the meeting with the registered inspector were generally very supportive of the school and all that it does for their children, as they were at the time of the last inspection. Almost all parents are pleased with the quality of the teaching and leadership of the school and feel that staff are very approachable. Almost all feel that their children are making good progress and that the school helps their children to become mature and responsible. They report that their children like school and that behaviour is good. Most feel that the school works very closely with them. A significant minority do not feel well informed about their children's progress and are dissatisfied with the quantity of homework and the range of activities outside lessons.

59. The findings of the inspection support the parents' positive views. They also show that the quality and range of extracurricular activities are satisfactory, overall, although there are no clubs for pupils in Years 1 and 2. Homework provision is satisfactory and a timetable is given to parents. Information about pupils' progress is good and teachers are always happy to talk to parents informally.

60. The school has good links with parents, as it had at the time of the last inspection. The information it provides for them is good. The prospectus and governors' annual report to parents are clearly written and presented in a readable style. Advance information is sent to parents each term to enable them to help their children with their learning. Useful reading guides are distributed to all

parents. Newsletters are frequent and friendly in tone. The home/school agreement has been signed by most parents.

61. Parents are kept well informed about their children's progress. Reading diaries are used well as a means of dialogue between home and school. Half-termly targets are agreed with pupils, but these are not always followed up with parents. Reports are satisfactory: they give helpful information on progress, and offer parents (but not pupils) the opportunity to comment. An appropriate number of consultation meetings is held each year and parents feel that teachers are always willing to talk to them informally about their children's progress. Workshops have been held in the past on literacy and numeracy, which parents have found helpful and informative.

62. Parent governors are active members of the governing body. A good number of parents help in school on a regular basis and more accompany pupils on trips and visits. The Parent Teacher Association runs a good range of social and fund-raising events each year and raises substantial sums of money for equipment to enhance children's learning.

63. Communication with parents of pupils who speak English as an additional language is good. The school ensures that parents are contacted and sometimes teachers visit pupils at home to ascertain their level of language knowledge before they start. Where appropriate, the school seeks the support of the local authority ethnic minority support services.

64. Parents of all pupils who have special educational needs are kept well informed and fully involved in their children's education. The home-school contact books are used to very good effect. Both of the school's areas of provision for special educational needs, in mainstream classes and the Resource Bases, work well with parents. They offer consultations and involvement in the targets set for the pupils, and there are things for parents to do at home, suggested on the individual education plans. All parents are invited to annual reviews and their views are sought and recorded.

65. Induction procedures for children are good. Parents are invited to bring their child into the Nursery for a short visit preceding the September of entry, when they are provided with the necessary information to raise their awareness of what the Nursery provides and the role they can play in their child's education. As part of the induction programme the children and their parents are invited to attend a Teddy Bears' Picnic at the end of the summer term. At the beginning of the school year there is a staggered entry over the first three weeks of the term. At this time, parents and teachers have a 'conference' to gather information. Prior to a child's entry to the Reception class, parents are invited to an evening induction meeting. A separate booklet is available for parents of Reception pupils. Parents are kept well informed of their child's progress and in the particular the home/school reading books provide a very good link between parents and teachers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The leadership and management of the school are good. At the time of the previous inspection, they were judged to be satisfactory. Following the previous inspection, the Local Education Authority identified the school as giving cause for concern because of the standards achieved by the pupils, the quality of teaching and learning and its provision for pupils with special educational needs. The school was then given intensive support to address weaknesses in these areas. The acting headteacher provided support to the school in her role as an adviser prior to taking up the acting headship in October 2002. She has recently been appointed as substantive headteacher from September 2003. She provides very good leadership and clear direction for the school at a time when staff and governors are preparing for a move into new premises and the subsequent expansion that this will bring. The headteacher has a very clear vision for the school and has communicated this effectively to staff, governors, parents and pupils. This has helped to create a strong team spirit and a very positive ethos in the school. The headteacher has managed change constructively at an appropriate pace. She works well in partnership with the senior management team in the day-to-day

and long-term strategic management of the school. The school is well placed to continue to improve and has a good capacity to succeed.

67. The delegation of responsibilities within the school is satisfactory. This is an improvement since the previous inspection when some teachers held too many different responsibilities. The senior management team is developing a good overview of standards and the curriculum through analysing the school's performance and identifying priorities for improvement. Subject co-ordinators generally provide good leadership in helping to improve the quality of curricular provision for the pupils. This is an improvement since the last inspection. They also liaise with the governors who have responsibility for overseeing their subjects in order to keep them abreast of developments and alert them to any priorities for improvement. However, not all have received training in observing colleagues and giving feedback on teaching and some feel uneasy in this role. The headteacher plans to work alongside all subject leaders to develop their monitoring role more effectively.

68. The co-ordinator for special educational needs is very experienced and manages the school's provision very well. She has produced a new policy that is reviewed annually. This policy is providing the system that enables the school to follow the Code of Practice fully. Teachers and assistants are very well supported by the co-ordinator through training and advice. Much work has been done concerning pupils' individual education plans, and these are 'user friendly' so that they are working documents and used very effectively. The co-ordinator gives much of her own time to fulfil all the demands of her responsibilities, and brings very proficient and skilled expertise to her work.

69. Three people lead the provision for the pupils in the Resource Bases. Responsibilities in Years 1 and 2 are shared between two teachers, and the deputy headteacher leads the provision in Years 3 to 6. They all manage the provision very well. The objectives in pupils' statements of special educational need are considered very carefully and the leaders make very good provision for them to be addressed. A very strong feature of the Resource Bases is the integration of pupils into as many mainstream activities and lessons as possible. The assistants attached to the Bases continue to support their pupils in the mainstream classes where necessary. Very good records are kept of all the teaching, support and progress for pupils in the Resource Bases, and the staff meet fortnightly to confer about all they do. The personal commitment, patience, and attention shown towards these pupils are exemplary. Overall, this represents a very good improvement since the last inspection.

70. The management of the school's provision for pupils who speak English as an additional language is satisfactory. The co-ordinator for special educational needs is responsible for the organisation of the provision, which is supported by the headteacher's overview. Both have a good understanding of pupils' personal and social needs and staff as a whole work as a team to maintain a good informal network of support. However there is currently insufficient emphasis on the specific support for pupils' language skills required to ensure that pupils achieve their full potential. Systems for monitoring pupils' development are not sufficiently sharply focused on their specific language development. Resources used in class are generally well matched to pupils' needs.

71. The management of the provision for children in the Foundation Stage is satisfactory. The Reception teacher as co-ordinator has an appropriate overview of the provision. The quality of relationships in the Early Years department is good and, overall, they operate well as a unit. The Nursery is well staffed with two part-time teachers who job share and two well-qualified and experienced nursery nurses. The learning support assistants working with the children who have a statement of special educational need provide very good support to the children they work with and ensure they receive full entitlement to the curriculum.

72. The governors fulfil their statutory duties satisfactorily. They have a good awareness of the school's strengths and weaknesses and work closely with the headteacher and staff to monitor progress and identify areas for improvement. Each governor has responsibility for overseeing one or more subjects. As part of this role, governors liaise closely with the subject co-ordinator to discuss priorities for improvement and the progress that has been made. They visit the school whenever

possible to see the pupils' work and to observe lessons, and then discuss their observations with the co-ordinator or headteacher. Governors are confident to ask challenging questions, in order to fulfil their role as a critical friend. Uncertainties over the future of the school in recent months have made it difficult for the governing body to take a long-term strategic view of school improvement. However, in the light of the recent decision to build a new, larger school, their role in strategic planning and management is developing soundly under the guidance of the headteacher.

73. The monitoring and evaluation of teaching and learning are good. The headteacher observes lessons regularly and provides teachers with helpful feedback to improve their practice. She also monitors pupils' work and teachers' planning. Some subject leaders have observed lessons as part of their evaluation of standards and the curriculum. They also check pupils' work and teachers' planning in order to gain a good overview of standards and the quality of provision. However, this is not yet fully effective in all subjects.

74. The interim school development plan was put in place by the acting headteacher to address immediate priorities in the short term, pending the appointment of a substantive headteacher. The previous development plan had expired and there was no clear guidance for staff and governors to take the school forward. The plan appropriately identifies as priorities the improvement of teaching, curricular provision and leadership and management. Although the written plan does not include costings or specific measurable criteria for judging improvements in attainment, these are presented in other documents. The headteacher and governors are preparing to put a longer term strategic plan in place to direct the school's development over the next three to four years and have already begun to make preliminary decisions regarding staffing in the light of the decision to build a new school.

75. The school's procedures for appraisal and performance management are satisfactory and contribute appropriately to its management. Teachers' objectives are linked to the targets that are set for individual pupils and for the whole school. Appraisal procedures help to identify appropriate priorities and opportunities for continuing professional development. Consequently, staff training is well planned and directed towards specific areas of development.

76. Overall, the school uses its resources efficiently to provide good levels of staffing and an appropriately resourced curriculum. Financial management and administration are good. The headteacher, administrative officer and finance committee monitor expenditure carefully and consider alternative options to ensure that the school is achieving best value for money. The principles of best value are implemented soundly. For example, the school evaluates its own performance in comparison with other schools and evaluates the effectiveness of spending by reviewing its impact on standards and the curriculum. The school ensures that competitive quotes are obtained for major items of expenditure.

77. Although the school ended the previous financial year with a small budget surplus, projections for the current year indicate that there is likely to be a significant shortfall because funding is insufficient to meet the costs of additional staffing that was put in place a few years ago. The headteacher and governors have worked closely with the Local Educational Authority to plan a budget over the next two years that will meet the shortfall as the school roll grows.

78. Overall, the school's staffing, accommodation and learning resources support the implementation of the curriculum satisfactorily. The school has a good number of teachers and support staff. This is an improvement since the last inspection, particularly in the Resource Base for Years 1 and 2. All teachers are suitably qualified, although their expertise is not always well matched to the subjects for which they have responsibility. Many support staff are very well qualified. Induction procedures for newly qualified teachers and for experienced members of staff are sound. Administration, caretaking and cleaning staff are conscientious and make a valuable contribution to the school community.

79. The school's accommodation is satisfactory. Funding has been used well to develop and improve the learning environment since the previous inspection, especially for pupils with special educational needs, for whom it was then poor. The classrooms are of a reasonable size to accommodate the number of pupils. Additional rooms include provision for a library and an information and communication technology suite. However, the library is used as an additional teaching space every morning and it is not used enough for its primary function. The school is set in spacious grounds which include a large field and ample hard surfaced areas. The Parent Teacher Association has done much to enhance the outside area for pupils and has continued to raise funds for its development. Pupils particularly enjoy taking turns on the adventure playground which is very well equipped and makes a very good contribution to their physical development. The school has a newly built integral Nursery unit with a suitable adjacent outdoor play area that is well resourced. The Reception class is reasonably spacious, but does not provide a stimulating place for children to learn. Children in the Reception class also have access to their own designated outdoor area, although it does not have a covered area.

80. The range and quality of equipment and materials to support teaching are satisfactory. Resources to support pupils with special educational needs, including computer related aids, are good and help them to make good progress. Resources in mathematics, religious education, art and physical education are also good. Resources in all other subjects are satisfactory. Resources overall, are satisfactory, in the Foundation Stage, although some of those in the Reception class are rather shabby. In particular the few books on display are not presented in a way that encourages the children to choose a book and sit quietly in a comfortable area to read it.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

81. In order to improve the quality of education for the pupils and raise standards further, the governors, headteacher and staff should

(1) Continue to raise standards in English, mathematics and science throughout the school, and information and communication technology and history in Years 3 to 6 by:

- extending the range of vocabulary pupils' know, understand and can use.;
- ensuring teachers have a secure understanding of the finer grades within National Curriculum levels;
- improving provision and accommodation in the library to provide all pupils with appropriate access to a wider range of books and to help them learn library skills;
- placing more emphasis on using and applying mathematical knowledge and understanding;
- ensuring that work is planned to match pupils' needs more closely in science and that they have sufficient opportunities to record their findings in a scientific format.

(Paragraphs 3-7, 23, 33, 57, 101-110, 113-115, 117, 121, 125, 127-129, 151, 153, 155, 157, 159)

(2) Improve the quality of provision for children in the Reception class by:

- providing regular opportunities for children to develop their initiative and independence through planning and choosing activities for themselves.
- presenting a range of different experiences to develop imagination and creativity across the curriculum.
- developing a broader range of situations in which the children can write independently.
- providing more opportunities for children to record their work in mathematics.

(Paragraphs 2, 22, 38, 82, 85, 87, 89, 91, 95, 97, 98, 100)

(3) Improve curricular provision in science and information and communication technology by:

- ensuring appropriate progression in the teaching of skills and knowledge;
- ensuring that pupils in Years 3 to 6 have more opportunities to learn through enquiry and investigation in science;
- improving the planning and use of information and communication technology in other subjects in Years 3 to 6.

(Paragraphs 27, 31, 33, 116, 124, 128, 129, 130, 143, 160, 178)

(4) Improve assessment procedures, including marking, and the use of assessment information in subjects other than English and mathematics to ensure that pupils' needs are met and their progress is carefully tracked.

(Paragraphs 27, 56, 57, 121, 130, 144, 154, 164, 171, 178)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

1. The provision of extracurricular activities for pupils in Years 1 and 2.
(Paragraphs 36, 59)

2. Finding ways to make more effective use of the library pending the move to new premises.
(Paragraphs 79, 106, 116)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

54

Number of discussions with staff, governors, other adults and pupils

36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	31	17	1	0	0
Percentage	0	9	58	31	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	160
Number of full-time pupils known to be eligible for free school meals		34

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	24
Number of pupils on the school's special educational needs register	3	53

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year		Year	Boys	Girls	Total
		2003	15	10	25
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys				
	Girls				
	Total	19	21	19	
Percentage of pupils at NC level 2 or above	School	76 (67)	84 (75)	76 (75)	
	National	84 (84)	86 (86)	90 (91)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys				
	Girls				
	Total	19	19	19	
Percentage of pupils at NC level 2 or above	School	76 (67)	76 (75)	76 (63)	
	National	85 (85)	89 (89)	89 (89)	

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year		Year	Boys	Girls	Total
		2003	14	10	24
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys				
	Girls				
	Total	17	19	21	
Percentage of pupils at NC level 4 or above	School	71 (70)	79 (65)	88 (90)	
	National	75 (75)	73 (71)	86 (87)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys				
	Girls				
	Total	18	19	18	
Percentage of pupils at NC level 4 or above	School	75 (70)	79 (75)	75 (85)	
	National	73 (72)	74 (74)	82 (82)	

Percentages in brackets refer to the year before the latest reporting year. When there are ten or fewer girls or boys in a year group, only overall totals are included.

*Ethnic background of pupils***Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	145	2	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	4	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	16
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	102.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27
Total number of education support staff	3
Total aggregate hours worked per week	321.5
Number of pupils per FTE adult	7

FTE means full-time equivalent.

Financial information

Financial year	2002/3
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	£
Total income	701860
Total expenditure	695252
Expenditure per pupil	3264
Balance brought forward from previous year	4846
Balance carried forward to next year	11454

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	4	0	2
My child is making good progress in school.	47	49	2	0	1
Behaviour in the school is good.	32	53	8	2	5
My child gets the right amount of work to do at home.	36	35	20	4	4
The teaching is good.	50	44	2	3	1
I am kept well informed about how my child is getting on.	42	37	17	4	0
I would feel comfortable about approaching the school with questions or a problem.	66	29	4	1	0
The school expects my child to work hard and achieve his or her best.	51	42	2	1	4
The school works closely with parents.	43	42	9	3	2
The school is well led and managed.	40	49	4	1	5
The school is helping my child become mature and responsible.	45	49	2	0	3
The school provides an interesting range of activities outside lessons.	19	38	18	5	20

Results may not total 100 due to rounding

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. The provision for children in the Foundation Stage is satisfactory, with some good features in the Nursery. The good learning opportunities in the Nursery provide children with a good start to their education. While teaching in the Reception class is generally satisfactory, it is inconsistent and aspects of some of the recommended goals are not covered appropriately. In particular, the children are given too few opportunities to engage in purposeful play and to select activities for themselves. As a result, the children have limited opportunities to use their creative and imaginative skills or to develop independence in selecting and pursuing an activity.

83. Children enter the Nursery part-time for a morning or afternoon session in the autumn term in the year they reach their third birthday. Children join the Nursery from a wide area and although a good number of children move into the Reception class, there are many that move to other schools. As a result, the children who enter the Reception class have received a variety of pre-school experiences. The caring nature of the provision ensures children settle happily and grow in confidence. Parents are kept well informed through pre-school visits and school brochures for both the Nursery and Reception classes. A particularly innovative introduction to the school is when all the new entrants are invited to a Teddy Bear's Picnic in the Nursery class in the term before they start.

Personal, social and emotional development

84. By the time they leave the Reception class, most children are on course to meet the Early Learning Goals in this area of learning. The good admission procedures ensure that plenty of time is given to parents and children. Consequently the children quickly settle in their new surroundings in the Nursery and begin to explore the variety of activities on offer. Children are given good opportunities to play and work together and, with the good support of all adults, most children learn how to take turns and share. By the end of their time in the Nursery, children become increasingly independent. They make choices, grow in confidence and learn to link up with others while at play, although at times their play is quite solitary. There is very good support for children who have a statement of special educational need. Children in the Reception class are constantly encouraged to feel confident about what they can achieve by sharing their successes with the rest of the class. They show great enthusiasm for learning and interest in the experiences provided for them. Throughout the Foundation Stage, staff take prompt action to address any unacceptable behaviour. As a result, children's behaviour is generally good and, by the time they enter Year 1, most children understand what is right and wrong and why. There are however, a few children who find it more difficult to share and take turns when not directly overseen by an adult. Children in the Reception class settle quickly to the more structured activities, such as literacy and numeracy, and show ability to concentrate for appropriate periods of time. Most children attend to their personal hygiene appropriately and, with a little encouragement, dress and undress themselves before and after physical education lessons.

85. The quality of teaching and learning is satisfactory, overall, with some good features. Personal and social development is promoted well in the Nursery and the broad range of activities provided for all children are used to good effect. The well-established routines and caring nature of the provision in the Nursery help all children to feel secure and grow in confidence. The Nursery teachers have created an environment in which children are valued as individuals. In addition, to this there are moments for fun provided by the staff, which strengthen the developing bond within the Nursery. The planning is satisfactory overall for this aspect of learning. All adults working with the children in the Foundation Stage provide good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. They are eager to share what they have learnt and talk happily about what they are doing. However, children in the Reception class do not have enough opportunities to develop their own personal independence by making their own choices and initiating their own ideas through

play. Snack time is used appropriately to develop the children's social skills as the adults sit and talk with them while they eat.

Communication, language and literacy

86. A high priority is given to promoting language skills in the Nursery, and the good quality teaching ensures children make good progress. As a result, by the end of their time in the Nursery most children become more confident in their use of a growing vocabulary and communicate well. The good teaching in the Nursery ensures all adults give time to talk with the children and encourage them to express their needs in words. All activities are carefully planned to encourage children to give verbal responses to questions and to extend their vocabulary. For example, as the children explored the mixing of paint with their hands, they were constantly encouraged to talk about what they are doing. All adults show children that they value their efforts at communicating. Consequently, the children take part in these activities with great enthusiasm. By the time the children leave the Nursery, most listen with enjoyment to stories and songs and join in with the repeated phrases.

87. In the Reception class, sound teaching helps children to become more confident in their use of a growing vocabulary when participating in discussions. However, a high number of children who join the Reception class have poorly developed speech and language skills and, for many, their communication skills remain below that expected for this age group by the time they enter Year 1. As part of their literacy work in the Reception class, children are introduced to an increasing range of books and learn to recognise that pictures and print carry meaning. All children readily share books with adults and a significant number of children in the Reception class hear and say the initial sounds in words and know which letters represent the sounds. The good liaison between home and school through the individual reading records supports the development of children's reading skills well and, at the end of the Reception year, many children are beginning to read a simple sentence. However, the range of books available for them to choose in the classroom is limited and not displayed in such a way that encourages children to enjoy the pleasure of choosing and reading a book in a welcoming area.

88. Most children in Reception are still at the early stages of writing. They learn to write over and under the teacher's script but only a very few 'have a go' at writing a simple sentence. For example, a more able child wrote, 'This is Dad apin (opening) the garage'. Many children however, are still at the stage of giving meanings to marks they make or writing random letter strings. Overall, by the time the children complete the Reception year, many are still well below the recommended Early Learning Goals in communication, language and literacy.

89. Elements of the Literacy Framework are introduced gradually in the Reception class, and, in general, used appropriately to meet the needs of the children. The sound teaching helps to promote children's early reading skills and good use is made of a phonic programme to develop their understanding of letter sounds. Consequently, many children are beginning to use their knowledge of letter sounds to help them read simple words. However, insufficient attention is given to fully developing children's skills in writing and they are given too few opportunities to write independently for different purposes. Although supplies of paper, pencils and crayons are readily available for children to use in the Nursery, there was little evidence of this in the Reception class during the week of the inspection.

Mathematical development

90. When children start in the Nursery many have difficulties in using and understanding the vocabulary associated with practical mathematics and a limited understanding of number. Sound opportunities are provided to promote the children's confidence in using numbers and the appropriate mathematical language. For example, number rhymes, games, puzzles and a variety of practical experiences help extend children's mathematical development. Although a suitable emphasis is placed on the development of children's number language through practical activities, at times they are inappropriate and as a result children experience difficulties. For example, in a measuring activity the

children were expected to throw a beanbag, estimate how many steps it would take to reach it and then count the number of steps taken. Many children found it difficult to count the steps and only a more able child was able to make a comparison of length and say that her throw was the shortest.

91. Children in the Reception class can count out loud and recite numbers to twenty and beyond. However, they do not always recognise the numbers and very few are confident to calculate or use language to compare numbers. A few children add two small numbers together to make five but in general, the term 'add' is not understood by the majority of children. Most children recognise colours, name a triangle, circle and square and can identify properties such as a triangle having three corners and three sides. However, there was very little work recorded in their books of any practical activities they had experienced in relation to measure. Although many children make satisfactory progress during the Foundation Stage, by the end of the Reception year, their attainment overall is well below expectations in this area of learning.

92. The quality of teaching and learning is satisfactory. Mathematical development is appropriately promoted through the use of number stories, games and songs in the Nursery. The sound teaching in the Nursery ensures that the children develop their mathematical ideas appropriately. The more formal activities for mathematics are introduced appropriately to children in the Reception class through the framework for teaching numeracy. The work is well planned and in general children are encouraged to develop their mathematical ideas through practical experiences. The group activities are often imaginative and may include a problem solving exercise for the children. For example, in a lesson on shape, a group activity consisted of children having to describe the properties of a shape for a friend to decide which shape it was without having seen it. In another group, the children had to use large bricks to build a shelter for a soft toy with a roof, which doesn't fall down. As a result, in this lesson the children confidently tackled the tasks set and made good progress in their recognition of shapes. However, there was a missed opportunity at the end of the lesson for children to share their experiences and talk about what they had found out.

Knowledge and understanding of the world

93. In the Nursery, most children show curiosity in their surroundings and are very happy to explore all the activities. However, they need constant encouragement to talk about what they see and ask questions about what is happening. The quality of teaching and learning in this area of learning is satisfactory overall. The Nursery provides a stimulating environment and staff ensure that the children's enthusiasm is enhanced by questions that promote learning. A wide range of activities is well planned and organised to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. For example, in the Nursery, children have planted vegetables and flowers in the garden and watched them grow. In the Reception class, the teacher builds on these experiences and children have observed tadpoles turning into frogs. In the Nursery and Reception classes, children are provided with an exciting range of opportunities that develop their understanding of the world in which they live. For example, they have received visits from a visually impaired parent with his guide dog, a mum with her new baby and a representative from Bristol Museum who talked to the children about dinosaurs. They have also paid a visit to 'Folly Farm' where they had the opportunity to explore the environment and use their senses while playing the Teddy Bear games. Most children begin to gain an understanding of the past in the Nursery as they celebrate birthdays and special events such as 'St. George's Day', when they had the opportunity to re-enact the slaying of the dragon. However, their use and understanding of the language of time, such as 'then' and 'now' are still at a very early stage.

94. Activities with the 'small world' toys allow children in the Nursery to engage in role-play that relates to everyday experiences. For example, they use toy cars on play maps to create their own play situation and the 'play people' in the dolls house to engage in role-play based on their own first-hand experiences. Children are developing a wider understanding of their local community. For example, in

the Reception class children enjoyed visiting and watching the building of an extension to a child's home. As part of these visits they drew a simple route of the walk and the features they saw.

95. An appropriate range of construction toys and materials are provided for children in the Nursery to explore and use their skills to make models. They show sound 'making' skills and, by the time they enter the Reception class are able to join construction pieces together to build simple models. However, there was little evidence of children in the Reception class having the opportunity to extend these skills to make models with a range of materials and tools. They have an increasing understanding of modern technology as they regularly use computers in the Nursery. In the Reception classes, children make satisfactory progress and become increasingly confident in using the mouse to guide the cursor to draw simple shapes of houses.

96. Careful attention is given to introducing children to a suitable range of religions and beliefs, through listening to stories and by providing experiences that reflect a variety of cultures. For example, children in the Nursery had the opportunity to experience the making of noodles as part of their celebrations of the Chinese New Year. The celebration of Christmas and the making of diva pots during the festival of Divali further raised their awareness of different cultural traditions. Overall, a good range of planned activities, which starts from what the children know, enables them to expand their experience and knowledge of the world. However, by the end of the Reception year their attainment in general, is just below average, due in the main to their poor communication skills.

Physical development

97. Teaching and learning are satisfactory in this area of learning. Children in the Nursery achieve broadly what is expected for children of this age. They show increasing control and skills when using the wheeled toys outdoors and develop an awareness of space around them. The secure fenced outside area attached to the Nursery gives a good amount of challenge to enable all children to gain confidence and practise physical skills, such as running and riding tricycles and scooters. Although the time outdoors is treated as a 'freeflow' play time rather than as a planned part of the everyday activities, the opportunities provided support the good progress children make in the development of their physical skills. Children in the Reception class also have their own designated outdoor play area, which again is used as an area for free play. They achieve expected standards by the end of the Reception year. Children in the Nursery and Reception classes also have a time during the week to use the 'Challenge' area where they have the opportunity to explore and clamber over the wide range of climbing equipment. In the Reception class, the children participate fully in physical education lessons. They can jog on the spot and run about the space outdoors, stopping with reasonably good control. In the lesson observed, the children showed well-developed skills in bouncing and catching a ball. One child in particular showed remarkably good eye and hand co-ordination as he patted the ball from one hand to another for some considerable time. Many children were able to throw a beanbag with accuracy into a hoop held by a child and became increasingly accurate in their aim when kicking a ball between two markers.

98. Good opportunities are provided for the children to develop their finer manipulative skills in the Nursery class. For example, they cut out pictures from magazines and stick them onto paper, construct models using small and large construction equipment and use brushes for painting. They are also provided with an appropriate range of malleable materials, such as play dough and clay. Consequently, by the time they enter the Reception class, the children demonstrate increasing dexterity and control in the use of scissors, construction sets and puzzles. However, there are too few opportunities for children in the Reception class to use a variety of tools for model making and limited opportunities for children to fully develop their fine control skills by drawing, painting and writing.

Creative development

99. Overall, the quality of teaching is satisfactory in this area of learning. It is good in the Nursery, where children have a greater range of opportunities to express their ideas imaginatively. A

good range of activities in the Nursery with well-focused adult support and encouragement mean that children make good gains in their creative development. For instance, children engaged with delight in exploring and finding out what happens when they mix colours, by sponging their hands with paint and rubbing them together before making handprints. They have made mono-prints from the patterns they made in paint and used a range of toys with wheels to print tracks across paper. In the Nursery, role-play opportunities are carefully planned and enable children to play out imaginary situations and dress up accordingly. They engage in role-play in the home corner based on their own first-hand experiences, such as making the tea and going on a picnic.

100. However, progress slows down in the Reception class, where children have too few planned opportunities to engage in role-play, dress up and act out imaginary situations and there is infrequent free use of expressive and creative media. In particular, there is limited availability of painting and modelling. The children's work on display in the Reception class shows that they have made attractive sunflower pictures with tissue paper and seeds and created an interesting class picture, 'The Snail', based on a work of Matisse. Photographs of previous work show that the children have made clay pots and completed some simple observational drawings of spring flowers. However there was little evidence of children working with a wide variety of materials and using their imagination in art and role-play. As a result, in this aspect of their creative development their attainment is below the expectations for children of this age. Children in the Nursery and Reception class thoroughly enjoy singing and learn a range of songs by heart, including many with actions.

ENGLISH

101. Standards in English are well below average in Year 2 and Year 6. Standards in all aspects of English are well below average in both years except for standards in speaking and listening in Year 6 which are below average. This improvement is the result of the effective emphasis given to the development of communication skills throughout the school. There is evidence that standards in English are higher in other years in the school. There is a significantly higher proportion of pupils with special educational needs in both Years 2 and 6.

102. Pupils enter Year 1 with well below average standards in writing and speaking and listening. They achieve satisfactorily in Years 1 and 2 and some higher attaining pupils achieve well. Pupils in the current Year 6 attained very low standards in their Year 2 national tests. They have achieved satisfactorily overall and have made good progress in developing their speaking and listening skills. Pupils with special educational needs and those who speak English as an additional language achieve well from their individual starting points as a result of the very good support given by teachers and support staff. The supportive and caring ethos of the school enables these pupils and pupils from the Resource Bases to develop their confidence well and to benefit from the additional programmes provided by the school to support their communication skills.

103. In Year 2 most pupils are interested and enthusiastic in taking part in whole class sessions and the majority of pupils listen carefully to both their teacher and to each other. This is the result of the teacher's clear and consistent expectations for good attention. A small number of pupils require reminders about calling out and distracting others, but, with good support from the teachers and assistants, they often listen and respond appropriately. Most pupils use a familiar and simple range of language and only a few higher attaining pupils are able to use and understand a wider range of vocabulary. A significant number of pupils receive additional support from speech and language therapists to help them pronounce words more clearly and to improve their fluency. This helps them to respond in class more confidently and effectively. In Year 6 pupils listen carefully and with good attention to their teacher and to each other. When they work together in pairs in role play activities, as was seen in their literacy lesson during the inspection, they work confidently and productively. They respond willingly to the teacher's questions but their range of expression and vocabulary is usually straightforward and generally lacks variation and depth. While there were no opportunities to hear

pupils speak to different audiences or to speak at length during the week of the inspection these opportunities are evident in the planning for the subject.

104. In Year 2 most pupils handle books confidently and have a secure understanding of their organisation. They know how to identify the author and title, how the 'blurb' gives them a brief review of the story, and some of the simple differences between fiction and information books. Most higher attaining and average pupils read simple books at various levels with confidence. They understand how to use their knowledge of phonics to help them in their reading. A small number of higher attaining pupils read simple stories independently and with fluency. However a significant number of lower attaining pupils are not secure in their understanding of how to blend sounds together to form whole words. The school has recently introduced a new programme called 'Synthetic Phonics', which is having a positive effect on the standards in Year 1 and is providing good support for lower attaining pupils in Year 2.

105. In Year 6, while pupils read an appropriate and sometimes good number of books, only a few higher attaining pupils are reading outside the range provided by the school and seeking a more challenging 'diet'. Generally the range of books to which pupils are able to refer is closely linked to authors they have read in school and which they have enjoyed. As a result of careful guidance in lessons, pupils are able to explore the different responses of characters in the books they are reading and consider feelings and reasons for actions. This was seen in two good Year 5/6 lessons. In one lesson, pupils took on the roles of different characters in the books and developed an imaginary dialogue between them. In the other lesson the teacher effectively extended and developed pupils' understanding of the special language and meanings of a poem, through tasks that were well matched to pupils' abilities. There was very good support for pupils with special educational needs in this lesson which enabled them to take part productively. The majority of pupils need the supportive questioning of their teacher to help them understand and respond in any detail or depth.

106. The school library is currently used as an additional teaching space on a regular basis and is also too small for the number of pupils in the school. As a result, most pupils have limited library skills and experiences. The school is aware of this deficiency but finds the improvement of these facilities difficult with the constraints of the present accommodation.

107. Pupils in both years 2 and 6 write for a good range of purposes and have a good number of opportunities to write. The few higher attaining pupils are able to write at appropriate length for their ages. In year 2, a small number of pupils write simple sentences confidently and accurately. One or two pupils are beginning to extend their expression and sentence construction. They sometimes include interesting descriptive words and phrases. Most pupils are aware of how sentences are formed and communicate some meaning in their writing. The range of vocabulary used is mainly familiar and everyday, and even higher attaining pupils use a generally straightforward range of words and ideas. Some average and lower attaining pupils are developing their knowledge and use of phonics to help them spell the words they need in their writing. However, for a good number of these pupils, both spelling and the use of basic punctuation is still at an early stage.

108. In Year 6 the few higher attaining pupils are reaching average standards. They use a range of sentence structures appropriately and sometimes develop their ideas imaginatively, particularly when writing about their reading. They are beginning to adapt the organisation of their writing and have some awareness of how paragraphs can be used to help their writing to be more meaningful. Average pupils sometimes have a lively use of language and punctuation but generally the tone of writing is straightforward with limited variation. There are sometimes weaknesses in the accuracy of their spelling, grammar and punctuation. Lower attaining pupils usually communicate meaning in their writing and use simple sentence structures confidently. There are sometimes significant weaknesses in both spelling and punctuation in their work.

109. The school has emphasised the importance of neat presentation and the development of joined, clear handwriting. This is evident in the care with which pupils present their work. Most younger pupils

form letters clearly and most are at least beginning to join their writing neatly. Older pupils generally write in a regular joined style of writing and many older pupils are developing an appropriate fluency.

110. Standards of literacy across the curriculum are the same as those found in English. The provision for developing literacy skills across the curriculum is satisfactory but the focus is not consistent across all subjects. The focus on literacy skills is variable in science with good opportunities for pupils in Year 2 to develop the organisation of their writing and the appropriate use of vocabulary. However there is an overuse of worksheets in some older classes and an over dependence on copying to record their work. There are good opportunities for pupils in Year 2 to write in geography and some of the accounts of the travels of Barnaby Bear are at a good length for pupils' ages. Pupils in Year 1 practise their writing skills when they describe seaside holidays in the past. Pupils in Year 6 have good opportunities to write with empathy in history when they write as the poor miners of Kingswood, but there are some missed opportunities for these pupils to develop the depth and detail of their writing in religious education. There are good planned opportunities for pupils to develop their speaking and listening skills in many subjects.

111. The quality of teaching and learning across the school is good. In all classes there are good, and often very good, relationships between pupils and the staff who teach or support them. This gives all pupils confidence to take part in lesson activities and to feel that their contributions will be recognised and valued. There is good and effective teamwork between teachers and support staff to ensure that pupils who have special educational needs and those who attend literacy lessons from the Resource Base have work which is well matched to their needs and which reflects the targets in their individual education plans. This helps them to develop their skills and understanding well. This was seen to good effect in the literacy lesson in Year 5/6 for lower attaining pupils. The teacher's careful planning, the expertise of the support staff and the co-ordinator for special educational needs enabled pupils to explore successfully the language and meaning of Rudyard Kipling's poem *The Smugglers' Song*.

112. Teachers have good subject knowledge and this informs their careful and effective planning. As a result, most lessons have a brisk and productive pace which sustains good attention and concentration from pupils and their good involvement in learning. Pupils are encouraged to think for themselves and the teachers' effective use of questions reinforces previous learning well. Teachers often establish a secure foundation at the beginning of the lesson with a brisk question and answer session, which establishes and clarifies what pupils know before moving on to a new stage in their learning. This was seen in a good lesson in a Year 3/4 class for lower attaining pupils where the teacher quickly reviewed the list of words the class had compiled in an earlier lesson to take the place of 'said' in a sentence. Through encouraging but challenging questions she ensured that pupils understood the words and were able to use them productively, both in their own individual work and in the whole class collation of sentences.

113. Where teaching has weaknesses these are, in a small number of lessons, concerned with the appropriate structuring of tasks to support pupils at different levels of attainment. In a Year 3/4 lesson for higher attaining pupils, the teacher had prepared a challenging task for pupils to write a formal letter requesting information. All pupils in the class had been set the same task and some younger and lower attaining pupils in the class were not secure in their organisation of the letter and needed a great deal of individual support to structure the letter. This slowed down the pace of their learning and their ability to work independently. Teachers' marking of pupils' work is variable and sometimes too limited. While most teachers include some encouraging comments and occasionally a helpful remark on how to improve their work, there is not a sufficiently consistent approach to ensure that pupils understand clearly what they need to do to improve their writing skills.

114. Teachers make good use of the elements of the National Literacy Strategy in their planning. The subject is enhanced by a good range of additional programmes such as the Early, Additional and Further Literacy Support programmes. Staff have received appropriate training and they feel the

programmes have a beneficial effect on pupils' learning. The school has recognised the need to supplement the planned curriculum further by including the 'Synthetic Phonics' programme. This is particularly effective for pupils at an early stage in reading and writing. Guided reading sessions are taught separately and provide a useful additional time for teachers to work with a small group. However, while the time is generally useful for the rest of the class to read independently, there are some missed opportunities to ensure that all pupils are reading productively and developing their skills through carefully focused tasks. The school's emphasis on developing listening and speaking skills is supported effectively by additional programmes such as 'Time to Talk' and 'Socially Speaking'. These programmes are clearly of benefit to pupils in the Resource Bases with communication difficulties but are also useful to support pupils who speak English as an Additional Language and those pupils who find it difficult to speak clearly or in appropriate detail.

115. Leadership and management of the subject are good. The co-ordinator is an experienced teacher who has a good understanding of the subject. She has identified useful priorities for its development, particularly related to raising standards in writing, and, together with the headteacher, monitors teaching in the subject. There is a good range of tests and assessment procedures, which provide a good overview of pupils' progress. This is an improvement since the last inspection. Some of these assessment systems are relatively new and have not yet had time to be refined or to have a full impact on pupils' achievement. The organisation of termly pieces of writing does not yet provide a sufficiently clear picture of what pupils can do without support, nor are all teachers sufficiently secure in using the finer grades of assessment within each National Curriculum level. National test results and the results from end of year and termly assessments are analysed and used to provide predictions for the following year and to inform the next stages in curricular planning. They are also useful in providing individual and group targets for pupils in each class. However the understanding of what constitutes good achievement is not yet sufficiently secure across the school.

116. The use of information and communication technology in the subject is generally satisfactory but there are some missed opportunities for pupils to edit and redraft their work and to present their work in different formats. The curriculum is enriched by opportunities such as regular 'Book Weeks', the after school drama club and annual visits from the Story Box Theatre. In addition, pupils enjoy visits from the Old Vic Education programme and the BT Education programme which provide good support for their speaking and listening skills. Resources in the subject are satisfactory. The library is making an unsatisfactory contribution to pupils' learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils enjoy and respond well to texts shared in class and benefit from good opportunities to work together in groups and pairs in lessons.

MATHEMATICS

117. Standards in Year 2 are well below average. This represents a decline in standards since the last inspection report and reflects the very high proportion of pupils with special educational needs in the year group. Pupils in general achieve satisfactorily when their previous attainment is taken into account. Those pupils who have special educational needs and those attached to the Resource Base for Years 1 and 2 make satisfactory progress towards their own targets. They follow their own numeracy programme in the Base, and all Year 2 pupils were able to take the National Curriculum tests. In Year 6, standards are also well below average because of the very high proportion of pupils with special educational needs. At the time of the last inspection, standards were below average. Pupils generally make satisfactory progress when their previous attainment is taken into account, which is an improvement since the last inspection. This includes those who have special educational needs. Some make good progress related to their ability and previous attainment. This is particularly so for some pupils in the Resource Base.

118. The quality of teaching and learning is good across the school, and teachers are confident in their implementation of the National Numeracy Strategy. Good planning and support from the teachers and assistants ensure that all pupils are involved in their learning, including the high number on the

school's register for special educational needs. Teachers make sure that everyone is fully included in the brisk starter sessions when pupils carry out mental calculations or say their tables. A good example of this was seen in Year 1, when pupils counted forwards and backwards in their starter session. They counted in 2's to 20 and in 10's to 100, and then reinforced this by using their counting on skills when dealing with problems involving money. By Year 2, pupils are learning to predict the missing parts of number sequences. In a very good Year 2 lesson, pupils used small whiteboards to show the next number in a given sequence. The teacher and learning support assistants worked very well together to give pupils a high level of support and appropriate levels of work. Later in the same lesson, pupils who were working with an assistant produced a simple graph, while the more able pupils worked independently, adding their own interpretation of data.

119. All teachers ensure that work is presented neatly and that writing is tidy and readable. The school has made this a special focus in the mathematics planning recently, and this is having a beneficial effect on the presentation of work. The pace and challenge of lessons are good and appropriate for the different groups of pupils. Pupils in Years 3 to 6 are taught in groups formed on the basis of their previous attainment, and teachers are therefore able to plan work that is directly related to pupils' needs and capabilities. One group in Year 3/4 were seen working on doubles and halves for their starter session and this was followed by work about angles. Most pupils used appropriate names for angles such as 'acute' and 'obtuse'. They understood that a straight line is 180 degrees and that there are 360 degrees in a complete circle. The teacher devised a simple but very effective way of reinforcing this, which kept the pace going and maintained pupils' interest very well. Everyone stood up, and he called out instructions such as, "180 degrees clockwise" or "90 degrees anticlockwise." Some were confused after a few turns but most were accurate, and finished facing where they should have been. The teacher's very good relationships with the pupils, and his enthusiasm were reflected in the very good learning that took place.

120. In a lesson for a group of Year 4/5 pupils, the work was matched well to their capabilities and they were engaged in recognising coins and making up totals using the coins they were given. The teacher used an overhead projector to show the class the various coins up to and including a £2 piece. Pupils are able to separate and recognise silver and bronze coins and make simple totals by using a range of the coins given. The work, while being well below that which might be expected for their ages, was well matched to their needs and they made good progress.

121. An area for development in teaching is the marking of pupils' work. Most marking consists only of ticks, and there are very few comments made that would help pupils to know how to improve. There is a school marking policy, but all teachers do not consistently apply this. Analysis of pupils' work shows that teachers make sure that all aspects of the mathematical curriculum are covered. However, there is insufficient emphasis on using and applying mathematical knowledge and few examples of data handling in most books.

122. Pupils in Year 6 are able to choose the correct operation for working out a problem and some use calculators and work with four figure numbers. They measure and calculate distances, find areas and perimeters and recognise two- and three-dimensional figures. When handling data, some pupils understand Venn diagrams and produce graphs and charts. Lower attaining pupils find missing numbers, or tell the time in hours and half hours. Only a few pupils reach higher levels of attainment. There is little evidence of the use of negative numbers or finding equivalents between imperial and metric units. Standards are comparatively better in Years 3, 4, and 5. There are signs that a greater number of pupils are able to achieve higher levels. Some are able to work in all four operations in Year 3, use negative numbers when dealing with temperatures in Year 4, and, in Year 5, find tests of divisibility, handle data, draw graphs and work out ratio and word problems.

123. Numeracy skills are used satisfactorily across the curriculum. For example, Year 2 pupils have surveyed the weather and drawn graphs. In information and communication technology, Year 3

pupils use databases after collecting information for their lesson, and in science, Year 6 pupils measured shadows in one of their experiments.

124. Mathematics is well led and managed by an enthusiastic co-ordinator. She has already focused on subtraction, and monitored how well pupils do in this aspect of mathematics. She is well aware of how to move the subject forwards and has made a good start in her relatively new post. Procedures for the assessment of pupils' work and the tracking of their progress are good. This is an improvement since the last inspection. The analysis of test results helps teachers to plan future topics well. The National Numeracy Strategy is supplemented well with materials from several commercial schemes. This is giving a wider base from which to work, and provides good examples for teachers to use when planning activities for lessons. The headteacher monitors teaching and learning well and provides good feedback to teachers and to the co-ordinator. Information and communication technology is used, but not enough, and this is an area for development. The subject is well resourced.

SCIENCE

125. In Years 2 and 6, standards are well below average because of the very high proportion of pupils with special educational needs in those year groups. This is lower than the judgements made by the previous inspection, but reflects the nature of the school's intake, which can vary greatly from year to year. Pupils who do not have special educational needs attain average standards in science, and a few reach above average standards. A close examination of the school's records shows that pupils make satisfactory progress as they move through the school. This includes pupils with special educational needs and statemented pupils in the two Resource Bases, who benefit from very good support to help them understand new ideas and carry out investigations. No significant variations in the attainment of boys and girls were evident during the inspection, although, in previous years, girls have performed significantly lower than boys in the national tests in Year 6.

126. Pupils in Year 2 investigate the best conditions for plant growth and recognise and name the main parts of a plant. They use simple equipment, such as bulbs, wires and batteries to investigate how to make a circuit and record their findings in the form of a diagram. With assistance, they find information about animals from simple texts, but do not relate this to different habitats. Pupils describe how some materials, such as ice, chocolate and cake mixture, are changed by heating. More able pupils understand that some changes are reversible, while others are not. Pupils recognise many different sources of light, including the sun and the moon, and more able pupils know that light shines through some materials but not others.

127. In Year 6, pupils understand the functions of the main organs of the human body, different methods of seed dispersal and the process of germination. They know the difference between solids, liquids and gases and that some materials reflect light, while others do not. Pupils explain the water cycle and understand the processes of evaporation and condensation. Although pupils' scientific knowledge and understanding are sound, their investigative skills are not sufficiently well developed. They do not have enough opportunities to decide on a fair test in order to carry out an investigation or to alter variables during an experiment. They are not skilled at using scientific knowledge and observations to draw their own conclusions.

128. In Years 1 and 2, the quality of teaching and learning is satisfactory. Teachers achieve a satisfactory balance between imparting knowledge and giving pupils opportunities to learn through investigation and enquiry. However, shortcomings in the way units of work are planned result in some inconsistencies in the teaching of skills and knowledge. For example, pupils in Year 2 cover some topics that are suitable for their age and stage of development, and others, such as the feeding relationships between plants and animals, that are intended for much older pupils. Some work provides pupils with good levels of challenge and helps to improve their literacy skills, as when they write a step-by-step account of the growth of seeds into plants. However, on occasions, tasks are undemanding, as when pupils colour in pictures or complete sentences with missing words.

129. The quality of teaching and learning is satisfactory in Years 3 to 6. Although younger pupils in these classes have adequate opportunities to learn through investigation and enquiry, there is more emphasis on acquiring knowledge for the older pupils in order to prepare them for the national tests. Older pupils' books contain a significant number of worksheets and practice tests, but few examples of well planned investigations, fair testing, making predictions and drawing conclusions. However, teachers' communicate knowledge effectively and make good use of appropriate scientific language. A weakness throughout the school is that the work that is planned for pupils at different levels of attainment does not take sufficient account of their widely varying capabilities.

130. The subject is managed satisfactorily by the co-ordinator but there are areas requiring improvement. The co-ordinator monitors teachers' planning and has observed lessons in different classes. She has undertaken some sampling of pupils' work but this has not been sufficiently rigorous to have an impact on the standards being achieved. At the time of the last inspection, there was no scheme of work for science. The school now has a scheme of work which is about to be reviewed. However, the way the content of the scheme is taught is left to each teacher, and there is no clear overview of how skills and knowledge are to be acquired in progression from year to year. Consequently, curricular planning is unsatisfactory. Assessment procedures are satisfactory but teachers do not use assessment information effectively to guide their planning. Although some use is made of information and communication technology to support learning in science, this is limited. The curriculum is enhanced well by visits to the science museum in Bristol and Westonbirt Arboretum.

ART AND DESIGN

131. In the school's last inspection, pupils' attainment in art was judged to be in line with national expectations. Since 1998, the school has raised its standards so that they are now above average in Year 2 and Year 6. During the inspection only two lessons were observed in art and design in Year 2 and in the Year 5 / 6 class. Judgements are based on these lessons and the analysis of pupils' work, photographs, displays and discussions with pupils and teachers. Achievement for all pupils, including those with special educational needs and those with English as an additional language, is good. Pupils from the Resource Bases do particularly well because they are fully included in and very well supported in art and design lessons.

132. The quality of teaching and learning is good in Years 1 and 2. Pupils get off to a good start in Year 1, where the teacher provides well planned opportunities for them to draw and paint, both what they see and what they imagine, using a wide range of materials and media. There is good teaching of basic skills, such as painting techniques, weaving, modelling with clay and sewing. In Year 1, for example, pupils experiment with mixing colours and produce good quality self-portraits, carefully matching skin and hair colour. This is developed further in Year 2, where pupils have looked at the work of Van Gogh and produced some impressive paintings of sunflowers. Teachers make good use of materials in the school environment and beyond as a stimulus for their artwork. In Year 1 for example, pupils collected a variety of shells, bark and twigs to create three-dimensional pictures. Pupils in Year 2 explored textures around the school and were inspired to produce relief clay tiles that showed wonderful tactile qualities. In general pupils are encouraged to evaluate their work once it is completed. For instance, after using strips of coloured paper in a weaving, one pupil in Year 1 wrote, 'Next time I will change the colours'. However, this is an aspect of art that is less evident in pupils' work.

133. Observational drawing and painting skills are developed well by the teacher in Year 2. The display of pupils' work based on their observations of outdoor scenes shows they have worked carefully from their sketches to develop their ideas to produce some good paintings. In both Years 1 and 2, the good emphasis on the teaching of techniques challenges pupils to attempt increasingly demanding tasks. As a result, pupils produce work of a high standard. In the good lesson observed in Year 2, pupils were exploring the technique of using stitches to create texture to their drawings of flowers and trees that they had transferred to fabric. Strengths in the teaching included skilful support

and guidance given to pupils as they worked that enabled them to use a variety of stitches to good effect. This was a good example of a well-planned series of lessons, which built progressively on pupils' skills and enabled them to develop their own ideas.

134. The quality of teaching and learning is good in Years 3 to 6. An analysis of the pupils' work across all the year groups indicates that the teaching of a range of skills in art and design enables pupils to achieve high standards. In the Year 3/4 class, pupils' work on display shows that good teaching has enabled them to apply their knowledge of art to help improve the environment of the school. For example they were asked if it was possible to change places by using art and sculpture. In response to this the pupils felt that the flowerbed in the quiet area could be improved and started the process by painting and varnishing stones with very colourful and attractive patterns. To complete the task, they placed the stones in a pattern onto the flowerbed and then planted bedding plants around the stones.

135. The good subject knowledge of the teacher in the Year 5/6 class leads to good quality learning and high quality work. The teaching of specific skills has, for instance, enabled many pupils to produce very good paintings and pastel drawings of flowers, based on the work of artists such as Georgia O'Keefe and Edouard Manet. As part of their work on containers, pupils studied the work of Clarice Cliff, looked at her 'Bizarre' collection and designed and made their own jugs and plates. Their paintings and final products show pupils have used shapes and blocks of colour successfully in Clarice Cliff's style to achieve good results. Pupils take great pride in their work and the attractive displays show pupils how much the teacher values their efforts.

136. In the observed lesson, the teacher created good links with history as she introduced pupils to the work of craftspeople and designers from the time of the Ancient Greeks. Pupils were given the opportunity to work from a variety of source materials that including the use of information and communication technology to help them with their work. This they did well and successfully used the information to develop their ideas by using pencils to practise sketching their designs for a Greek pot before adapting their work and developing it further by adding paint to their designs. The good organisation of the lesson also enabled the teacher to work with small groups of pupils to introduce them to mod-roc and learn how it could be used to transform disposable plates and pots into facsimiles of Greek pots and goblets. The pupils listened well to the teacher's instructions, organised their own work and worked sensibly both independently and within small groups. In this class the teacher has made good use of Indian textile work to inspire pupils to produce good quality drawings and paintings of stylised flowers. Their attractively finished individual samples of work using colour, shape and texture in textile materials was also based on Asian folk art. The use of sketchbooks to develop pupils' ideas is relatively new to the school and as such is not firmly embedded in the teaching of art and design.

137. The subject co-ordinator for art and design is a part-time teacher and relatively new to the role. She provides sound leadership for the subject. There is no formal system of checking the quality of teaching and learning, and this limits her awareness of overall provision. She is however beginning to put together a collection of pupils' artwork from each class. The subject is well supported by the nationally recommend guidelines and resources are good to support the teaching and learning of each unit. However, assessment procedures are unsatisfactory. Improvement since the previous inspection is good, as at that time there was a lack of focus on the progression of skills as pupils moved through the school. An Art Week held this term successfully raised the profile of art throughout the school. The school also takes part in competitions run by local organisations and in support of a charity run by the school. Pupils recently won awards for their posters on litter. Art is integrated effectively into a number of subjects across the curriculum. Good examples of this were seen in history, geography and in incorporating information and communication technology in their art and design work. The subject makes a good contribution to the pupils' spiritual, social, moral and cultural development, through for

example, the opportunity to work co-operatively with others, explore the work of artists from other cultures, reflect on their significance and develop an appreciation of the many forms of art.

DESIGN AND TECHNOLOGY

138. Standards are average in Years 2 and 6. Pupils draw designs, write about the methods of making, and list the tools and equipment they will need, together with the materials to be used. All pupils make satisfactory progress, including those who have special educational needs. Pupils who have significant social and communication difficulties receive very good support that enables them to benefit from the practical aspects of the subject and make sound progress in acquiring skills and knowledge.

139. The quality of teaching and learning is satisfactory, overall. Some good teaching was observed during the inspection. A Year 1 lesson illustrated how teachers make constructive links with other subjects. Pupils were combining design and technology skills with those of geography as they learned to use a plan view. They laid out objects on a board and noted that a two-dimensional drawing could be made of it. Next they made use of mathematical skills by measuring distances in handspans. They practised measuring the length and width of tables, learning the correct terms as they went along. Next they measured the height of the special needs co-ordinator who was supporting some of the pupils in the lesson. The teacher made sure that everyone understood the terms used and how to use both hands when measuring. The lesson was planned very well and pupils made good gains in their learning as a result. They used a simple, prepared chart on which to record their findings, and they learnt that not all hand spans are the same and so outcomes would vary.

140. Pupils in Year 5/6 were using waste materials such as plastic bottles, cardboard, and newspaper to make animal shapes. They had previously designed the animal that they wished to make, and were now forming the basic shapes from bottles and washballs. Some were making papier-mâché with which to cover the bottles and shapes already made. Analysis of their designs and notes shows that the teacher had encouraged pupils to be creative in their thinking. For example, some suggested bristles from a broom for the whiskers, cut out cardboard ears for a cat, and tape to fix the head to the body before covering. Their drawings show some detail and they write appropriately about the method to be used.

141. Teachers provide pupils with an appropriate range of experiences and opportunities to use a variety of materials and techniques. Pupils have used fabrics and textiles to create Indian designs. They used books to find ideas and also watched a video to give them inspiration. The plans for this research are good and include people to talk to and solutions to problems. However, not all are filled in and the preliminary research is often incomplete. Some pupils evaluate their work well. For example, one wrote, "I am not a very confident sewer but I felt OK about this. The easiest part was sewing the sequins on. I am proud of what I achieved." Earlier, pupils designed and made musical instruments using lollipop sticks and cream cheese cartons to form an ocean drum. There are some good drawings with clear explanations of the methods used. However, there is little evaluation of the finished article.

142. Year 3 have written about and then made sandwiches in food technology. They understand some of the different food groups, such as carbohydrates and proteins. This work linked well with their work in science. Pupils also designed and made carrier bags and then tested them for strength. They thought about using plastic or paper, the colours and the designs on them and also some advertising. In their examination of several carrier bags collected, they noted how the seams were formed and the handles made. Year 2 have produced some very neat work in their design books. They have thought about chairs of the future that might include built-in massage, a set of controls for other gadgets, and possibly a television screen. Later they made a chair from rolled newspaper.

143. The strength of the work that pupils do is the research that they carry out beforehand. An area for development is the pupils' evaluation of the finished articles. Although this is sometimes done,

it is not consistent across all classes. There is insufficient use of information and communication technology to enhance learning.

144. The subject is well led and organised. The planning allows for each year group to design and make at least one item each term. The use of waste materials in the construction of models is good. Since the last inspection, there has been good improvement in the subject. Standards are now average and were below average last time. Progress is satisfactory now, and there are good links to other subjects. However, there has been little opportunity for the co-ordinator to monitor pupils' performance in the subject. The procedures for assessing pupils' attainment and progress are unsatisfactory, as is the use of assessment information to guide curricular planning.

GEOGRAPHY

145. Standards in geography are average in Year 2 and Year 6. This represents a good improvement on the findings of the previous inspection, which judged pupils' attainment to be below national expectations. Pupils make satisfactory progress both in gaining knowledge in the subject as well as improving their geographical skills. Pupils with special educational needs, including those from the Resource Bases, benefit from the effective support they receive that enables them to achieve well. Overall, achievement is satisfactory.

146. The quality of teaching and learning throughout the school is satisfactory with some good features. Pupils in Year 1 are provided with a good foundation for their future learning. The teacher has made good use of the immediate locality of the school to introduce pupils to the character of the area and what it is like. For example, pupils carried out a traffic survey over a period of a week and collected information on the number of cars parked in the nearby car park. This work not only provided pupils with the opportunity to carry out an enquiry, but also supported their mathematical skills. For example, they recorded their findings as a block graph and came to the conclusion that there were more cars parked there on a Monday than a Friday.

147. In Year 2 the analysis of pupils' work shows that the teacher builds effectively on the knowledge pupils have gained in Year 1 and broadens their experiences of geography. Their work on the fictional Isle of Struay, introduces pupils to the wider world outside their own locality. This work is used well by the teacher to develop pupils' geographical skills as they draw a map of the island and use a simple key successfully. Pupils develop a suitable understanding of geographical vocabulary as they write about the island and use simple terms to describe the features such as, "It has mountains" and "The sea is very deep". Good use is made of the travels of Barnaby Bear to introduce pupils to different places around the world. They describe the places he visits, such as Dublin and Brittany, and find out how he travelled to get there. The teacher provided pupils with sufficient information to enable them to write a simple diary of what Barnaby Bear did during his visit. In a Year 2 lesson, the teacher introduced the lesson well by showing pupils the range of equipment they would be using at a later date to carry out an investigation on the weather. This helped pupils to enrich their vocabulary as they learnt the correct names for the equipment, such as thermometer, weather vane and anemometer, and what they are used for. The group work that followed was challenging and involved pupils in discussing and deciding how to record the data collected from their observations. The very good support that was provided by all staff working with the pupils enabled them to work out a simple chart on which to record their data. Good use of questions as they worked helped pupils to recall and reinforce their knowledge. The lesson was well planned, with all resources needed readily to hand.

148. Although no lessons were observed in Years 3 to 6, a scrutiny of pupils' work shows the quality of teaching and learning in geography is generally satisfactory. The teacher in the Year 5/6 class ensures pupils build on the knowledge and skills acquired in Years 3 and 4. Consequently by the end of Year 6 most pupils have a suitable understanding of the subject and are developing sound geographical skills. Teachers make effective use of the school's environment to improve pupils' knowledge and understanding of how people can affect the environment in which they work. For example, pupils in the Year 4/5 class have carried out surveys on the amount of rubbish and level of

noise around the school and produced some rules to show how the rubbish and noise could be reduced. In this work pupils made good use of information and communication technology to produce pie charts and bar graphs to show the amount of rubbish they found. Good links were made with art and design as the pupils designed litter posters for a local competition in which they were successful in winning a number of awards.

149. The work of pupils in the Year 3/4 class shows that they have a sound grasp of weather conditions around the world and have used a map of the world to locate the Polar Regions, desert areas and the rain forests. Teachers make good use of relevant news events to develop pupils' awareness of what is happening in the local area and in the wider world. For instance they have considered the reasons for the proposed move of the school to the new site and studied the recent events in Iraq. Their understanding of geographical vocabulary is generally appropriate, but there was little evidence to indicate that pupils had developed the ability to question the validity of different sources of information. The teacher in the Year 5/6 class provides well-planned opportunities for pupils on the residential visit to Tregoyd in Powys, Wales to develop skills in using maps. The resulting work also showed that pupils had looked at the main similarities and differences between Bristol and Tregoyd. They used the knowledge and understanding gained to create guides for Bristol and the Brecon Beacons National Park that showed what the places are like and how features of the locality can influence human activity, such as safety in the hills.

150. Leadership in the subject is good. There is consistent monitoring of teachers' planning, and the co-ordinator has had the opportunity to visit classrooms to watch teachers at work. A suitable scheme of work has been established and sound assessment arrangements are in place. This is a considerable improvement since the previous inspection when it was said that the four-year cycle of topics resulted in the lack of progress in geographical skills. Resources for the subject are satisfactory and good use is made of the local area to promote pupils' knowledge, skills and understanding of geography. The subject makes good contribution to pupils' spiritual, moral, social and cultural development as they become aware of environmental issues and learn about other countries and cultures.

HISTORY

151. Standards are average in Year 2 and below average in Year 6. In the school's previous inspection standards were below average in both years. This indicates good improvement in standards in Year 2 and satisfactory improvement in standards in Year 6. Pupils achieve well as they move through Years 1 and 2 from a below average level on entry to Year 1. Pupils in Year 6 achieved very low standards in their national tests in English in Year 2 and most pupils have achieved at least satisfactorily by Year 6. Pupils with special educational needs and those who have English as an additional language achieve well because teachers and teaching assistants provide good support for pupils who need help to read texts and passages in class and give good encouragement to pupils to help them contribute in whole class sessions.

152. Overall the quality of teaching and learning is satisfactory and some good teaching was seen during the inspection. Teachers make good use of the local community and local area to enrich pupils' understanding and knowledge. In Year 1, the teacher had invited a parent to talk to pupils about her childhood memories of the seaside and to talk about Weston Super Mare which the pupils had recently visited. As a result of pupils' good involvement in the discussion, the interesting resources and the opportunity to discuss the changes in the area over time pupils developed well their understanding of chronology and their ability to make relevant observations. In the good lesson in the Year 4/5 class, the teacher had photographed a number of Victorian buildings in Bristol. He made very good use of the interactive whiteboard to enable pupils to make observations about significant features of the buildings. He also made good links with pupils' learning in other subjects such as art and mathematics to discuss shapes and buildings in other cultures. Pupils were interested and very involved because they were familiar with the buildings and because the teacher used well focused questions to encourage and

challenge them. “Why was this building built?”, for example, led to a discussion on the significance and effect of railways on people’s lives.

153. Analysis of pupils’ recorded work indicates that, although older pupils have an appropriate range of knowledge, their written work lacks depth. There are insufficient opportunities for them to consider some of the different ways in which history can be interpreted. Pupils in Year 2 have good opportunities to consider what is reliable historical evidence but this is not developed progressively in Years 5 and 6. While chronology and the different methods of referring to periods of time in the past are appropriately referred to in younger pupils’ work, there is insufficient evidence that older pupils understand and are able to use these terms confidently.

154. The subject is well managed by an effective partnership of two teachers. They have a good understanding of their role and carefully monitor teachers’ planning and pupils’ work. They have regular but infrequent opportunities to monitor teaching and are developing a useful system of tracking selected pupils’ work as they move through the school and linking this with National Curriculum levels. There are currently no formal systems for teachers to assess pupils’ work although teachers use an informal evaluation linked to their planning. At the time of the school’s previous inspection there were no schemes of work. There is now an appropriate scheme of work linked to national guidelines for the subject. Information and communication technology is used appropriately to support and enhance learning. Resources meet the needs of the curriculum although the school has appropriately identified the need to further develop book resources for younger pupils. The subject makes a good contribution to pupils’ spiritual, moral, social and cultural development through its good involvement of pupils in their local area and their knowledge of their place in their own culture.

INFORMATION AND COMMUNICATION TECHNOLOGY

155. The previous inspection found that standards were below average and progress inconsistent throughout the school. Since that time, the school has invested high levels of funding in improving resources in the subject and staff have all benefited from extensive training. As a result of the improved teaching and facilities, standards are rising. Pupils in Year 2 now achieve average standards in all aspects of the information and communication technology curriculum. Pupils in Year 6 reach average standards in some aspects, but overall standards remain below average because pupils have not had sufficient experience of control technology and sensing physical data. Pupils with special educational needs attain standards and make progress which is similar to their peers. Achievement is good in Years 1 and 2. Pupils in Years 3 and 4 are also achieving well as they benefit from the well planned scheme of work which builds effectively on their earlier learning. Pupils in Years 5 and 6 have not had as much time to benefit from the changes which have taken place, and although they are making good progress in the topics covered each term, their overall achievement is uneven because of the gaps in their learning.

156. Pupils in Year 1 are introduced appropriately to word processing techniques as they match words to pictures and learn to assemble text. They create graphs to show their favourite colours in a good link with mathematics. Pupils in Year 2 build effectively on this early work by compiling story booklets that combine text and pictures. They also produce booklets about animals that include factual writing, pictures and graphs. In work that links well to a geography topic, ‘Barnaby Bear and the Badgers’, they produce a map of the countryside.

157. In Year 6, pupils use word processing techniques and graphics soundly to communicate ideas and present them in an interesting manner. For example, they have produced a multimedia presentation about their visit to an outdoor study centre. They create a spreadsheet to make mathematical calculations and use a graphical modelling package to design the layout of a garden or a room. Pupils make sound use of computers for research purposes. However, there are some weaker elements in the pupils’ knowledge and skills. They have not progressed far enough in their understanding of how to control events and sense physical data using information and communication technology systems as the school has only recently acquired the resources to teach these aspects to

the required standard. Although the school is developing useful links with other subjects, pupils do not yet have sufficient opportunities to use information and communication technology to its full effect to aid learning across the curriculum.

158. In Years 1 and 2, the quality of teaching and learning is good. Work is well planned to ensure coverage of National Curriculum requirements, there is good teaching of skills and plenty of opportunity for pupils to use and practise these. Teachers have high expectations of pupils' achievement and provide challenging tasks, clear explanations and effective support during lessons. In a good Year 1 lesson, the teacher helped pupils to understand how to create simple graphs on the computer through clear explanation and demonstration, followed by plenty of time for pupils to use their new knowledge and practise the skills. The teacher and assistants ensured that all pupils were able to understand and carry out the task, and, at the end of the lesson, the teacher reinforced learning well by showing examples of pupils' work and discussing them with the class.

159. In Years 3 to 6, the quality of teaching is satisfactory, overall, but there is also evidence of good teaching. Work is well planned and the purpose of each lesson is clear. Teachers demonstrate new skills and programs using a data projector in the computer suite. Where this is done well, the pace is brisk but not rushed and pupils can follow carefully and then carry out the procedures for themselves. On occasions, the explanations are too rushed and the teacher then has to show some pupils individually how to proceed. Sometimes, the teacher does not ensure that all pupils are watching and listening throughout the demonstration. The layout of the suite results in some pupils being out of the teacher's line of vision during whole class demonstrations. Generally, teachers ensure that pupils cover an appropriate range of work during the year and record their progress carefully.

160. The subject is well led and managed by an experienced co-ordinator who has a clear idea of the subject's strengths and weaknesses. A link governor liaises closely with the subject leader to ensure governors are well informed of all needs and developments. There has been good improvement in the subject since the last inspection. A suite of computers was installed, the range of hardware and software resources has improved, and in-service training has helped to raise teachers' confidence and the profile and impact of the subject throughout the school. A detailed two-year action plan for the subject appropriately identifies as a priority the need to improve and enhance the whole curriculum through information and communication technology. Although an appropriate scheme of work is in place, this is not yet fully effective in Years 3 to 6 as the older pupils have had to cover work intended for younger ones in order to ensure that they acquired the skills necessary to progress to more advanced operations. The use of information and communication technology across the curriculum is developing soundly but is not yet planned for adequately in all subjects. The monitoring of pupils' work is sound but there have been insufficient opportunities for the co-ordinator to observe and evaluate teaching and learning across the school. This is also identified as a priority in the action plan. Assessment procedures have improved since the last inspection and are now sound. Pupils' achievements are beginning to be assessed and recorded against a checklist of key skills for each year group.

MUSIC

161. During the week of the inspection it was only possible to observe one music lesson and to hear pupils sing in assemblies and a small number of pupils in the choir. There is insufficient evidence to make reliable judgements about standards in the subject or the quality of teaching and learning.

162. Analysis of teachers' planning indicates that there is appropriate provision for pupils to use their voices and a range of tuned and untuned percussion instruments. In school assemblies pupils sing with enthusiasm, show that they can maintain a regular rhythm and follow a simple melody tunefully. Pupils enjoy singing and making music and those who take part in the newly formed school choir are justly proud of their achievements and their recent participation in a local schools' concert in Colston Hall.

163. In assemblies and in the satisfactory lesson seen in year 3/4, teachers give clear explanations and guidance on using voices and instruments correctly. These help pupils to be more effective in both their singing and performing. Pupils in this class are familiar with using a range of simple percussion instruments, both tuned and untuned. They and some younger pupils in the school are able to make simple compositions using a small and limited range of notes.

164. Curriculum planning in the subject ensures that all the elements of the National Curriculum are appropriately included and provides useful support for teachers who feel less confident. It is appropriately enhanced by opportunities for a small number of pupils to learn to play the harmonica or the violin with visiting teachers, to sing in the school choir, and to take part in school concerts at Easter and Christmas. Pupils benefit from the visits of musicians who play in both woodwind and brass groups. There are no formal systems for assessing pupils' skills and knowledge in the subject.

165. The co-ordination of the subject is satisfactory. The co-ordinator has a clear overview of the needs of the subject and monitors both teaching and pupils' work, mostly on an informal basis. Resources in the subject meet the needs of the curriculum. Information and communication technology is used satisfactorily in the subject to play recorded music in lessons and in school assemblies. The subject makes a satisfactory contribution to pupils' spiritual, moral social and cultural development. Pupils' interest and enjoyment of the subject are illustrated by the intense moment of silence which occurred when the teacher, in the lesson seen, played a soft chord on the drone and pupils listened, captivated by the sound.

PHYSICAL EDUCATION

166. Standards are average in Years 2 and 6. This matches the findings of the last inspection report. Lessons were seen involving games skills, relays, and throwing skills, and there is a very successful gymnastics club that meets after school, with about 30 pupils involved. Pupils generally make satisfactory progress in physical education, including those who have special educational needs. The pupils from the Resource Bases are included in mainstream physical education lessons, and are very well supported by their assistants. By the time pupils leave the school in Year 6, all but one or two can swim at least 25 metres. Many do much better than this and achieve various awards. Overall, pupils achieve soundly.

167. The quality of teaching and learning is good. Teachers plan lessons well and provide suitable activities for pupils. Lessons generally move at a good pace and pupils are active for the majority of the time. Teachers make sure that pupils understand about safety. For example, in Year 1, pupils were using a 'traffic lights' system for warming up, stopping at red, walking at yellow and running at green. They were warned to be very careful when running in the hall and to avoid bumping into others. Pupils understood the importance of stopping immediately when 'red' was called. Later in the same lesson, they began to practise racquet and ball skills. They controlled tennis balls, balancing them on racquets and then bouncing them as they moved. Pupils were able to discuss how best to do these activities when the time came for evaluation. They knew that less energy in hitting the bouncing ball meant that they could control it better.

168. Year 2 pupils thoroughly enjoyed their good lesson, which provided opportunities for balancing, speed, and control within a set of relay races. Divided into teams, pupils carried out various activities such as running with a ball balanced on the racquet, or using a beanbag as a relay baton. The excitement rose as they tried hard to be the first team home each time. Points were awarded for being first, second, and so on. Everyone was fully engaged in this, including pupils from the Resource Base who did very well, with one leading a team with great enthusiasm. Skills were encouraged and the teacher pointed out where control was more important than speed. Teamwork was a key feature of the lesson and pupils tried hard.

169. There was good teaching of more advanced skills in a Year 5/6 lesson based on basketball skills. Pupils stayed on the spot, using one leg as a pivot while they twisted and turned, choosing where to pass the ball. They used chest throws and dribbling skills and, finally, shooting skills. The teacher encouraged marking and shadowing techniques and the lesson ended with a mini game when pupils dribbled the ball and took shots at the basket. They made satisfactory progress in the lesson and enjoyed the game at the end.

170. A very good addition to the physical education programme is a visit to an outdoor centre in Wales for Years 5 and 6. This enriches the curriculum well and pupils are able to use kayaks, abseil, learnt to fence, and use archery equipment. The visit is residential and this adds to pupils' social development as well as giving opportunities to work in teams or as individuals. There is a good adventurous activities challenge that includes problem solving and a chance to try sports not always available at school. Pupils attached to the Resource Base visit a centre called 'Hop, Skip, and Jump' that extends the range of their physical activities well. The centre offers pupils the chance to climb, jump, use tricycles and buggies as well as throw, catch and kick balls about. Pupils also benefit greatly from the school's large, fixed, outside apparatus for climbing and scrambling. A basketball coach comes to the school to hold training sessions, and there is an annual sports day where most of the events are designed to enable all pupils to take part.

171. Leadership and management in the subject are good, and there are comprehensive schemes of work covering gymnastics, games skills, athletics, swimming, and dance. Extra-curricular activities are limited to the gymnastics club and some dance. Football is an occasional extra with an outside coach training those who wish to take part. The provision for physical education has been maintained satisfactorily since the last inspection report. However, there are limited opportunities for the co-ordinator to monitor pupils' attainment in the subject. The procedures for assessing pupils' attainment and progress are underdeveloped, as is the use of assessment information to guide curricular planning.

RELIGIOUS EDUCATION

172. In Year 2 and Year 6, pupils' knowledge and understanding of religious education meet the expectations of the locally agreed syllabus. This judgement is similar to that made by the school's last inspection and is based upon analysis of pupils' past work, discussions, planning and the observation of three lessons. A strength of the school is the high quality relationships, which produce friendly pupils who have learnt to respect the ideas and beliefs of others. Religious education makes a good contribution to pupils' personal and spiritual development. Pupils achieve satisfactorily and make sound progress as they move through the school. Pupils with special educational needs and those with English as an additional language are included fully in all activities and make satisfactory progress. Pupils from the Resource Bases join their respective year groups for lessons in religious education and with the very good support they receive from the learning support assistants they achieve well.

173. The quality of teaching and learning is predominantly satisfactory throughout the school. Lessons are planned well to take account of the pupils' knowledge and understanding. As a consequence pupils gain a suitable knowledge of Bible stories and an increasing knowledge of the world's leading faiths such as Judaism, Hinduism and Islam. Religious education is prominent in a number of displays around the school and a particularly good contribution to the pupils' spiritual development is the writing of pupils from the Reception class through to Year 6 on what they think God is. For example, a pupil in Year 2 wrote, "I believe there are three Gods. God one is the King of the Sea. The other is the King of stars and planets and one is watching over us". By Year 6 pupils are beginning to consider their own personal beliefs in God.

174. The analysis of pupils' past work shows that, by the end of Year 2, the pupils have a sound knowledge of the beliefs important to Christians, such as Christmas and Jesus being a special person. They hear Bible stories such as Jonah and the whale and the story of the lost sheep. They have considered the significance of the saying from the Bible, "You shall love your neighbour as yourself" and expressed their own thoughts of how they might show their love by helping others. In the Year 2

lesson observed, the teacher made good use of artefacts found in a synagogue to promote discussion and to consolidate pupils' knowledge and understanding of the Jewish faith and their religious practices and lifestyles. The group tasks helped to extend pupils' awareness of the significance of the artefacts. An appropriate glossary of terms was provided for pupils to refer to and with appropriate support of the teacher and teaching assistant, most pupils developed a greater understanding of the purpose and meaning behind some of the artefacts of the Jewish faith, such the Ark and the Torah scrolls.

175. Although teachers in Years 3 to 6 use a suitable variety of approaches to enthuse the pupils there is at times a low level of challenge in the written tasks and, although their illustrations bring life to their work, their writing lacks depth. Discussion however is used well to stimulate the pupils' interest and develop their ability to empathise. For example, the work of a group of pupils from the Resource Base that was instigated through discussion showed that they had considered and reflected on the experiences of Mary and Joseph on their journey to Bethlehem. They put forward thoughts such as, "Mary and Joseph would be worried in case the baby was born before they reached Bethlehem". Although much of their written work was copied, it illustrates the effective support pupils with a statement of special educational needs receive from the learning support assistants, which enables them to show the extent of their knowledge and understanding.

176. Teachers in general have a sound knowledge and understanding of the subject and the units in the curriculum are carefully chosen to reflect the agreed syllabus and the needs of the pupils. They include a suitable range of Biblical stories and references. In the Year 5/6 class for example, the teacher used the quote "treat others as you would like them to treat you" as a basis for a lesson on the belief of Christians to look on all as neighbours. By using the story of the Good Samaritan, the teacher encouraged the pupils to consider events happening in the modern world that could be related to the parable. Although pupils were given the opportunity to discuss their thoughts with a partner, there was a missed opportunity for role-play to help pupils explore a wider range of events and develop a real feeling for the significance of the story to modern life. However, by the end of the lesson, pupils put forward many thoughtful examples, such as a teenager being mugged and being looked after by an elderly woman who had been previously mugged herself and one pair used a good topical example of the Palestinians and the Jews. The past work produced by pupils in Year 6 shows that the teacher has used the story of the Temptation of Jesus in the wilderness effectively to help pupils relate to the temptations they may face such as smoking and drugs.

177. The planned curriculum takes good account of other major world faiths. Pupils in Years 3 and 4 have a secure knowledge of the traditions, festivals, practices and symbols of the Hindu faith. In a lesson in the Year 4/5 class, pupils were skilfully introduced to the diversity of religions represented in the community of Bristol. The lesson was very well prepared and presented and the teacher had previously used a digital camera to take pictures of different places of worship around the city. These he used effectively through a PowerPoint presentation, to help raise pupils' awareness of the wide range of religions that feature in Bristol. The group activities, although very well prepared, were over ambitious. The teacher presented a wide range of artefacts and information from the Hindu, Muslim, Sikh, Buddhist and Jewish religion for pupils to find out more about the practices and beliefs. Although the groups were well supported by the teacher and assistants in this lesson, the time did not allow for pupils to gain a sufficiently deep insight into the different religions. The work of Year 6 pupils showed that they have gained sufficient knowledge of the life of Muhammad to begin to recognise why he is important to the Muslims and are developing a greater awareness and understanding of how Muslims express their beliefs through their practices.

178. The curriculum is based on the locally Agreed Syllabus and the nationally recommend guidelines, and the units covered ensure the progressive development of the pupils' knowledge and understanding. The subject is well led and resourced. However, assessment procedures are not yet fully integrated into a whole school system. Although visits to the local churches and visitors to the school, such as the Downend Assembly Team, help to enrich pupils' experiences, there are few from

faiths other than Christianity. The use of information and communication technology is beginning to help overcome this shortcoming but is not fully effective as a tool for learning. The subject overall, makes a very good contribution to the spiritual, moral, social and cultural development of the pupils, through the range of religious beliefs studied and the opportunity to develop a sense of self.