

INSPECTION REPORT

**ST BARNABAS CHURCH OF ENGLAND VC PRIMARY
SCHOOL**

Bristol

LEA area: City of Bristol

Unique reference number: 109144

Headteacher: Mrs C Jones

Lead inspector: Mr L Lewin

Dates of inspection: 26 – 29 January 2004

Inspection number: 260679

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	220
School address:	Albany Road Montpelier Bristol
Postcode:	BS6 5LQ
Telephone number:	0117 3772391
Fax number:	0117 3772392
Appropriate authority:	Governing body
Name of chair of governors:	Mrs V Claridge
Date of previous inspection:	October 1998

CHARACTERISTICS OF THE SCHOOL

The school is average sized, with just over two hundred and twenty pupils from the ages of three to eleven. They are taught in nine classes by 11 full-time teachers. There is one class for each year group from nursery to Year 6, except for the reception year group, which has two classes for the academic year 2003/04. Over the past few years, the school roll has increased. Eighty five per cent of pupils are from minority ethnic backgrounds (see table below). A very high proportion of pupils (37.4 per cent) speak English as an additional language. At 58.4 per cent, the number of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils identified as having special educational needs (16.3 per cent) is similar to other schools nationally as is the proportion of pupils with statements of special educational needs (1.4 per cent). The majority of the pupils live in the local area. During the past three years the local Somali population has grown. Somali children come to the school with a range of previous experiences having been refugees in Scandinavia or Europe before settling in Britain. The school serves one of the most socially deprived areas of the country. The population of the local area is continually changing and the proportion of pupils leaving or joining the school other than at the normal times of admission or leaving is higher than in other schools nationally. Three pupils on roll are known to have refugee/asylum seekers status. The school is part of an Education Action Zone and receives extra funding to support some of the initiatives in its improvement plan. In 2002 and 2003 the school received an award from the Department for Education and Skills to mark the good achievements of its pupils in the national test results. The school has received the national 'Healthy Schools' accreditation and has received an award from the local education authority for its work in ensuring the full inclusion of its pupils in all educational activities.

Ethnic background of pupils

Categories used in the Annual School Census	Percentage of pupils on roll
White – British	14.2
White – any other White background	3.2
Mixed – White and Black Caribbean	11.6
Mixed – White and Black African	2.6
Mixed – any other mixed background	4.5
Asian or Asian British – Pakistani	13.5
Asian or Asian British – Bangladeshi	0.6
Black or Black British – Caribbean	18.7
Black or Black British – African	20.0
Black or Black British – any other Black background	1.3
Chinese	3.9
Any other ethnic group	3.2

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22330	Mr L Lewin	Lead inspector	Science, Information and communication technology, English as an additional language.
19552	Mrs P Butson	Lay inspector	
30705	Mr G Stephens	Team inspector	English, Humanities, Religious education
8845	Mrs H Sumner	Team inspector	Foundation Stage, Mathematics, Aesthetic, creative and practical subjects.

The inspection contractor was:

Parkman Ltd in association with *PkR*
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school with an exceptionally strong inclusive and caring ethos. **Very good** leadership and management have enabled a rapid pace of improvement. **Good** teaching enables pupils to achieve **well**. The school provides **very good** value for money.

The school's main strengths and weaknesses are:

- The headteacher provides outstanding leadership.
- Staff work together as a high quality team and work in an excellent and innovative way to develop a curriculum that suits the needs of all pupils.
- The school makes excellent provision for helping pupils to understand, appreciate and respect different cultures.
- The very strong provision for supporting and guiding pupils and developing their spiritual, moral and social awareness ensures that individuals learn to behave well and develop positive attitudes.
- The school provides very good support for pupils who speak English as an additional language and for pupils with special educational needs.
- The school is successful in continually seeking to develop strong links with the local community.

Since its last inspection in October 1998, the school has improved at a very good rate in nearly all areas of its provision. In particular, the quality of teaching and the standards attained by pupils show much improvement. Areas for improvement previously identified have, in the main, been suitably addressed so that information and communication technology (ICT) provision is now good, improved opportunities are given for pupils to work together and science resources have been improved to a good level. The one exception is pupils' punctuality, which, despite all of the school's best efforts, has not improved.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is **good**. Children start school showing below average and sometimes well below average attainment. They make good progress through the nursery and reception classes. They achieve well by the time they are ready to start Year 1, reaching the expected levels in all areas of learning except in communication, language and literacy and mathematical development where their attainment is still below average. The school has an above average number of pupils who speak English as an additional language and who are at the early stages of language acquisition. Despite this, the great majority of pupils attain the expected levels in English, mathematics and science by Year 2 and by Year 6. These standards are confirmed by the school's results in national tests. Most pupils in Year 6 taking the tests in 2003 reached the expected levels, but the overall results were not as good as other schools nationally because too few pupils attained the higher levels. However, when compared to other similar schools the results, while below average for mathematics, were average in English and science. Pupils receiving support for English as an additional language and for special educational needs make very good progress. Pupils reach the expected levels in ICT and religious education. Pupils do well in art by Year 6. In all other subjects not enough evidence was gathered during this inspection to enable judgements to be made.

Provision for developing pupils' spiritual, moral and social development is **very good**. Provision for promoting their cultural development is **excellent**. This very strong overall provision results in most pupils showing **good** behaviour and developing **positive** attitudes. Attendance and punctuality are **unsatisfactory** and the school is taking all reasonable measures to promote and improve these areas.

QUALITY OF EDUCATION

The quality of education throughout the school is **good**. Teaching is **good overall** with much **very good** teaching seen in the nursery and reception classes and in Years 3 to 6. Teachers are especially skilled in helping pupils develop a confident and enthusiastic approach towards learning. In the very good lessons seen, the expectations of what pupils should achieve were set high and teachers succeeded in fully extending all groups of pupils. The very strong support that the teachers and pupils receive from the school's inclusion worker, along with the high quality provision made for individuals in the school's reading recovery programme, ensure that all groups of pupils develop the confidence to participate fully in lessons. Staff show a skilful approach towards supporting pupils with English as an additional language and pupils with special educational needs. Support staff provide very good help for teachers and pupils.

Curriculum provision throughout the school is **very good**. The imaginative and innovative approach the school has adopted towards developing the curriculum to suit the needs of the pupils is an outstanding feature. Provision for caring for and guiding and supporting pupils is **very good**. The partnership established with the parents and the community is **very good**.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are **very good**. The leadership by the headteacher in enabling the school to progress at a very good rate is **excellent**. Governors carry out their roles **well**, are fully involved in the work of the school and ensure all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Discussions with parents and pupils and their responses to the pre-inspection questionnaires issued show that the vast majority have a high regard for the school.

IMPROVEMENTS NEEDED

This inspection did not find any major weaknesses in the school's provision. However, the headteacher, staff and governors may wish to incorporate the following areas into their future improvement plans:

- Ensure that the scope for extending higher attaining pupils is fully exploited in all lessons.
- Continue to investigate ways in which pupils' attendance and punctuality can be improved.
- Upgrade written reports to parents to provide full detail about pupils' progress in all subject areas.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well throughout the school. By the end of Year 2 and Year 6, most pupils reach the nationally expected levels. Pupils who speak English as an additional language and pupils with special educational needs achieve very well. Standards have improved since the school was last inspected.

Main strengths and weaknesses

- The school's national test results show standards have improved at a good rate.
- The school's strategies to improve standards are successful.
- Pupils with special educational needs and those who speak English as an additional language and are at the early stages of language acquisition achieve very well.

Commentary

1. Children start school showing below average attainment and in some cases well below average attainment. They achieve well in the nursery and reception classes so that by the end of the Foundation Stage, most reach satisfactory standards in the personal, social and emotional, creative, physical and knowledge and understanding areas of learning. However, as their attainment in communication, language and literacy and mathematical areas of learning are still below average, attainment overall is judged to be below average.
2. Good progress is maintained in the Year 1 and 2 classes so that by Year 2, pupils achieve well and attain average levels in reading, writing and mathematics. This picture is confirmed by Year 2 national test results, which also show the year-on-year improvement in standards. Observations also show that pupils attain average standards in science by Year 2.

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

Standards in:	School results	National results
Reading	15.9 (14.5)	15.7 (15.8)
Writing	14.5 (14.3)	14.6 (14.4)
Mathematics	16.3 (15.7)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils progress well in Years 3 to 6 and attain the expected levels by Year 6 in English, mathematics and science. The school has an above average number of pupils who speak English as an additional language and who are at the early stages of language acquisition and a high rate of pupil ¹mobility. These factors mean that Year 6 test results do not always clearly reflect the good progress made by pupils since they were tested at Year 2 and the results vary from year to year as do the concentrations of pupils with learning difficulties in each year group. Nonetheless, the school's own clear assessment information clearly shows pupils' good progress and achievement and also shows that pupils receiving support for English as an additional language and special educational needs mostly progress and achieve very well. The school's test results show impressive improvement over recent years, with the average points scores reached increasing significantly since 1999 (see table below). This trend of improvement is better than the national trend. When the context of the educational difficulties faced by many of the pupils is considered, the improvement in results and the current levels attained by pupils

¹ Pupils entering the school other than at the normal times of admission or transfer.

mark a significant achievement on the part of the staff and shows that the innovative strategies adopted by the leadership and management are proving successful in driving up standards.

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

Standards in:	School results in 1999	School results 2003	National results 2003
English	22.9	24.8 (27.7)	26.8 (27.0)
Mathematics	20.3	24.8 (27.2)	26.8 (26.7)
Science	23.3	27.5 (29.2)	28.6 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

- In ICT and religious education pupils attain average levels throughout the school while artwork seen indicates pupils achieve an above average level by the time they are in Year 6. Not enough evidence was collected to enable the inspection team to make judgements about standards in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and behave well. Their personal development is good overall. The school makes very good provision for pupils' spiritual, moral and social development and excellent provision for their cultural development. Pupils' attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- The fully inclusive nature of the school helps pupils to feel valued.
- The school is very successful in developing pupils' confidence and self esteem.
- Pupils respond well to the high expectations of good behaviour set for them.

Commentary

- The fully inclusive ethos projected through the school's clear aim to ... 'let our light shine' ensures that all pupils feel valued for their unique qualities and contributions to school life. This is an outstanding feature of the school. The constant strong encouragement given to pupils and celebration of their achievements helps pupils to become proud of themselves and they consequently develop good self esteem and confidence. Staff are very good role models and take every opportunity to promote the school's values of respect, fair play, courtesy, co-operation and empathy with the beliefs and cultures of others. As a result, pupils develop a very clear moral awareness and understanding of right and wrong.
- Whole school assemblies, class-based collective worship, circle time and lessons contribute very well to pupils' spiritual, moral and social development by encouraging pupils to reflect on their feelings, think about the effects of their actions, consider their responses to the values being promoted, and to appreciate the wonder of the world and their place in it. Pupils themselves are very appreciative of the way all religions and cultures are celebrated. Pupils' social awareness is very strongly promoted. For example, there are many ways in which pupils' views are shared and valued so that they have a chance to influence some decisions taken by the school. Pupils are also encouraged to take responsibility, for example, through the system of applying for various jobs around the school.
- The school continues to make excellent provision for the cultural development of pupils. This provision is integral to everything that the school does. Every opportunity is taken to celebrate the diverse ethnic backgrounds of the pupils and the local community, and to ensure that what is being taught in lessons is 'brought to life' through an excellent range of activities, visitors, visits, school displays and links with other schools. For example, the recently established links with a

school in St Lucia provide pupils with valuable insights into life and education in another part of the world.

8. Pupils generally respond to the staff's high expectations and have a full understanding of the clear systems for rewarding good work and behaviour. As a result, they usually behave well – in lessons, around the school and at play times – and show good, positive attitudes to their work. They generally develop a confident approach, take pride in their achievements, enjoy the tasks they are given, concentrate well and work with their best efforts. In the Foundation Stage, the children behave very well and develop very good skills of co-operation and independent learning. Very occasionally, pupils in some classes across the school do not show a fully positive and cooperative approach. This is usually linked to difficulties they are experiencing in their relationships with one another and sometimes it is connected with difficulties they are experiencing at home. On these occasions, the flow of the lessons is disrupted and the teachers and staff have to work hard to restore the concentration of the individuals concerned.

9. The school works very hard to promote the importance of good attendance and punctuality to parents and pupils, for example, through the school newsletters and awards to pupils for full or improved attendance and for improved punctuality. Despite this, attendance has fallen since the last inspection and is now well below what is expected in primary schools. The school analyses attendance thoroughly, for individuals and all groups of pupils, and has identified holidays in term time as the most significant reason for absence. Considerable numbers of pupils in all classes are regularly late. Although most pupils arrive by 9.15, this delays the completion of registers and means that lessons cannot start on time. The school continues to seek ways to work with parents and pupils to improve this.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.9
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	31	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	19	0	0
Mixed – White and Black African	6	0	0
Mixed – any other mixed background	14	0	0
Asian or Asian British – Pakistani	32	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	30	0	1
Black or Black British – African	55	0	0
Black or Black British – any other Black background	2	0	0
Chinese	9	0	0
Any other ethnic group	11	0	0
No ethnic group recorded	3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**.

Teaching and learning

Teaching and learning are good overall and have improved since the last inspection. Teaching is very good for the children in the Foundation Stage and occasionally excellent. Teaching is good for pupils in Years 1 and 2 (Key Stage 1) and occasionally very good. Teaching is good in Years 3 to 6 (Key Stage 2) with much very good and occasionally excellent teaching seen. Teaching has improved since the school was last inspected.

Main strengths and weaknesses

- Innovative strategies introduced by the school make a very positive impact on improving pupils' learning.
- The pace of lessons is good.
- Very effective strategies are used to support pupils who are at the early stages of learning to speak English as an additional language.
- Very good support is provided to aid the learning of pupils with special educational needs.
- Support staff provide very effective help for teachers and pupils.
- The school has very good systems for assessing pupils' progress.
- Occasionally, the work set does not sufficiently challenge the higher attaining pupils.
- Occasionally the sanctions for unacceptable behaviour are not made sufficiently explicit to pupils.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (14%)	13 (30%)	14 (33%)	10 (23%)	0	0	0

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

10. The amount of good or better teaching is greater than that seen in most schools nationally. There is a consistency of approach that stems from the fact that staff liaise closely, work as a team and have a clear understanding of the school's main aims. Over recent years the school has adopted an imaginative approach towards helping pupils learn better and introduced several innovative programmes to boost progress and achievement. The success of these programmes is visible in the school's improving national test results, but equally importantly, it is visible in the strong interest, enthusiasm, confidence and self-awareness generated in the pupils. For example, Year 6 pupils spoken to had a clear insight into some of the concepts they had been taught in the 'Building Learning Power' programme and spoke about strategies they could use to solve their own learning difficulties and how some children learn better with 'visual learning approaches'. Also, the school's reading recovery programme is another very successful approach that not only helps pupils to boost their reading skills but also boosts their attitudes and confidence. The school's development of a community curriculum is another proactive strand of development that very effectively aligns the curriculum more readily to match the diverse cultural backgrounds of the pupils. All of these approaches are further enhanced by the very good work of the ²inclusion worker and the visiting ³EMAG teacher, both of whom work with the class teachers and with groups of pupils to promote these areas.

² Member of the school's support staff, specifically employed to ensure that all groups of pupils have every chance to be incorporated into activities across the school.

³ Visiting specialist teacher who supports pupils who speak English as an additional language and who are at the early stages of language acquisition.

Example of outstanding practice

Using the community curriculum to help pupils develop motivation, confidence and an interest for learning

In an excellent Year 1 geography lesson, using a team teaching approach, the class teacher and the visiting EMAG teacher helped pupils learn about spoken and written Chinese. The teachers' clear explanations, the use of a range of interesting artefacts and the assistance of Chinese pupils (borrowed from Year 5 and 6) who demonstrated writing methods and translated the symbols made a very strong impact on raising pupils' awareness of other cultures and traditions.

11. One notable feature of much of the teaching throughout the school is the good pace of learning that occurs. This is due to the fact that teachers plan and organise their lessons very effectively and therefore time and resources are generally used very well – all the items needed are made readily available and no time is wasted. In addition, teachers show confident subject knowledge so that their questioning of pupils is precise and explanations and directions are given in a succinct way so that pupils flow from one activity to the next with very little interruption. In the very best lessons seen the pace of work was relentless, with clear time targets and continual reminders made to pupils so that they work with their full energy to complete the tasks efficiently. Many teachers are beginning to make very good use of ICT to aid learning, with, for example, lesson objectives and lesson information displayed on interactive whiteboards or whiteboard screens. This often motivates pupils well – especially pupils with special educational needs and who are receiving support for English as an additional language, as was noted in several high quality Year 5 lessons where the use of animated graphics on the whiteboard focused pupils' learning very precisely.
12. Staff are very skilled in supporting pupils who need help in speaking English as an additional language. The very good range of strategies has been built up through the school's depth of experience in receiving immigrants and refugees from other countries who initially speak very little or no English. The teachers themselves, the support staff, the visiting EMAG specialist teacher, the inclusion worker and also other pupils all make a very strong and effective input into aiding these pupils so that they acquire 'survival' language in a short space of time and progress rapidly from there. Teachers successfully use a variety of hand signals, pictorial representations and tactics such as providing a 'buddy' who can translate for the individual concerned. The school has rightly recognised that promoting self-esteem and confidence is a crucial area of development for these pupils to ensure they acquire a positive and enthusiastic approach as soon as possible. Through her interaction with pupils in the classroom and in withdrawal sessions the inclusion worker is especially skilled in this area.
13. Staff work in a similar way in very effectively boosting the confidence of pupils with special educational needs. These individuals receive skilled support from teachers and support staff. Teachers ensure that work planned carefully matches the needs of these individuals and support staff know the pupils well and cater very sensitively for their needs. Individual education plans are usually clear, with precisely set targets and careful records are kept to show the progress that pupils make.
14. Overall, the school's support staff are very effective in supporting the teachers and pupils. They are a vital element of the school's provision that helps to ensure the active engagement and full inclusion of all pupils in classroom activities. These staff are very experienced and very alert to providing rapid assistance where it is most needed. For example, because they know the pupils so well, they intervene very quickly when required, to dispel any minor losses of concentration or behavioural difficulties, and, in this way, often allow teachers to keep the flow of the lesson moving. The school also benefits greatly from voluntary assistance provided. For example, assistance of this sort during ICT suite lessons greatly improves the support available to accelerate pupils' progress through the tasks.
15. The school has very good systems for assessing pupils' attainment and progress especially in English, mathematics and science. The strong practice in these areas is now being developed

in other subjects. The information gained from assessment is used well by teachers to guide their planning and to help set targets for pupils' future performances.

16. Teachers are very good at designing tasks that maximise the involvement of all pupils. They also usually plan activities carefully for the different groups of pupils in their classes. However, on occasions, the tasks set for the higher attaining pupils do not extend them sufficiently so that learning becomes more a process of consolidation rather than providing a chance for advancement to the next level.
17. Very occasionally the normally good attitudes and behaviour of the pupils lapse, often as a consequence of disagreements between pupils or due to difficulties individuals experience at home. Staff are very patient and supportive in trying to resolve such difficulties, but occasionally they do not give pupils a clear enough understanding about the sanctions that will be applied for unacceptable behaviour and occasionally they are too reluctant to apply such sanctions.

The curriculum

The curriculum is very good and its innovative development of the humanities is excellent. There is a good level of resources for learning and good accommodation overall.

Main strengths and weaknesses

- The curriculum meets the pupils' needs well in English, mathematics and science.
- Imaginative and innovative approach in developing the community curriculum.
- Visits, visitors and extra-curricular activities enrich the curriculum.
- Very good provision enables pupils with special educational needs and those who speak English as an additional language to access the full curriculum.
- Although accommodation and resource provision are good overall the non-fiction library is cramped and does not present an attractive learning environment.

Commentary

18. The school has reviewed its curricular provision of the humanities to make it socially, culturally and linguistically relevant to the pupils. The result is the development of a 'Community Curriculum' that, with the support of visits from parents and the wider school community, has recently been implemented throughout the school. It complements existing planning for all other subjects very well.
19. Overall the curriculum is broad and balanced. Planning for English, mathematics and science is well structured. Although it is too early to judge its full impact, interviews with pupils and the school's own self-evaluation indicates that the school's new community curriculum is successfully drawing on pupils' experiences and is consequently encouraging them to empathise and understand each other's cultures and backgrounds better.

Example of outstanding practice

Remodelling the curriculum to make it suit better the needs of the pupils in the school.

Teachers have trawled through the national schemes of work for history and geography and amended and adapted them wherever possible to ensure that work presented reflects the culture and background of the pupils. For example, units of work have been developed that draw comparisons with Pakistan, focus on the arrival from the West Indies of the 'Windrush' and immigration patterns into Bristol since the 1950s, and ask questions such as 'What is it like to be an immigrant in a strange country with a different culture?' They explore all aspects of the slave trade and its lasting impact on the city of Bristol. The overall impact of this work is that pupils are beginning to reflect and take pride in their recent history and to empathise with those that join the school, irrespective of their race, culture or experience.

20. Seventy five per cent of the pupils attend the school's very good range of clubs and after school activities. These are supplemented by visits from professional coaches for tennis, football and

cricket according to the season. Numerous visitors from both the local community and further afield visit the school to talk and work with the pupils and visits to concerts and the ballet also enrich the curriculum.

21. Pupils with special educational needs and those who need support with speaking English as an additional language are provided for very well. Work is well matched to their needs and they are well supported by informed and well-trained support staff. Consequently, pupils have full access to the curriculum and are encouraged and enabled to take part in all activities.
22. Teachers have a range of expertise and knowledge that supports the development of the curriculum well. The building offers good accommodation and facilities that enable an appropriate range of activities to be offered. Resource provision overall is good. The non-fiction library is unsatisfactory as it is too small and some of the books are outdated.

Care, guidance and support

The arrangements for ensuring pupils' care, welfare, health and safety are very good. Very good support, advice and guidance are provided for pupils. The school is very good at finding out pupils' opinions and involving them in its work and development.

Main strengths and weaknesses

- The school looks after its pupils very well.
- Pupils trust the staff and are very happy to ask them for help when they need it.
- All staff and outside agencies offer very good support, advice and guidance to pupils.
- Arrangements for settling pupils into the school are very effective.
- The school has good systems for seeking the pupils' views and acting on them.
- Staff are conscientious about checking and following up attendance and punctuality problems.

Commentary

23. Pupils are very well looked after. Staff are very conscientious in dealing with matters of child protection, and appropriate risk assessments and health and safety checks are routinely carried out. A healthy lifestyle is encouraged. For example, pupils can only have fruit at break times and equipment for skipping, football, basketball and small ball games is provided at lunch times. The very good personal, social and health education programme teaches pupils about keeping themselves safe, encourages them to reflect on feelings, relationships, their behaviour and how it affects others, and helps them deal with difficult issues.
24. Pupils' responses to the survey carried out prior to the inspection, and discussions with them during inspection week, show that they trust the staff and are very happy to approach them with any problems they might have. This creates a very positive, family atmosphere throughout the school, including at play times when pupils of all ages play well together.
25. From the time they arrive in the school, pupils receive very good support, advice and guidance based on the thorough assessment and monitoring of their individual academic and personal needs. Teachers, teaching assistants, other school staff and outside agencies work well together, and support is very well targeted to help raise the achievement of all pupils. Pupils know what their targets are and are motivated well to achieve them. The school's inclusion worker who organises a wide range of activities around the school to enhance classroom activities and to support the pupils, teachers and parents, provides another very good strand of support. Her energy and enthusiasm are infectious and pupils, parents and other staff value her skilled input very highly.
26. Children attend the nursery class full time and are very well supported there so that by the time they transfer to reception they are used to school routines and the high expectations of staff for both work and behaviour. Induction of pupils further up the school is very well co-ordinated by

the inclusion worker. Wherever possible, pupils who speak English as an additional language, and who are at the early stages of language acquisition, are given 'buddies' who speak the same language to help them feel welcome and less isolated.

27. Pupils know that their opinions matter and the school has very good procedures, such as the very well organised school council system, for seeking their views and involving them in school development. In this way pupils have made a significant contribution, for example, in the recent redevelopment of the playground.
28. Staff are vigilant and conscientious about checking punctuality and attendance. There are robust systems in place for following up what remains a problem area for the school.

Partnership with parents, other schools and the community

The school has good links with parents. Its partnerships with the local community and other schools are very good.

Main strengths and weaknesses

- The majority of parents have a high regard for the school.
- The school works hard to involve parents.
- Good communication keeps parents well informed.
- Annual reports of pupils' progress do not contain enough detail in some subject areas.
- The school has very good links with the local community and other schools.

Commentary

29. The school is very popular, with more applications than places available. The pre-inspection questionnaire and meetings with parents show that almost all believe that teaching is good and that their children are happy and are making good progress. A very small number of parents raised concerns about pupils' behaviour and bullying, homework, the way the school informs parents about their children's progress and the procedures for seeking parents' views. The inspection team took account of these concerns and concluded that, overall, the homework set is appropriate, pupils' behaviour is good and the school has very good procedures for dealing with any incidents of bad behaviour or bullying. The team agreed with parents that annual reports of pupils' progress could be improved.
30. The school recognises the importance of a good partnership with parents in raising pupils' achievement and parents are encouraged to contribute in a wide variety of ways. They are encouraged to share their special talents with teachers and children, particularly in the creative areas of music, dance, drama, art and crafts. Many parents occasionally contribute to lessons, such as during the Somali week, and attend special events held by the school. The school adopts a proactive approach towards seeking new ways to attract parents into school and involve them in their children's learning and organises regular events each term to encourage this partnership.
31. In addition to the helpful prospectus, parents receive good information about what their children are learning and wider school life. Where necessary, information is translated into other languages. The school is good at finding ways to encourage parents to attend meetings such as the governors' annual meeting, for example, by holding other activities to inform parents on the same evening. The school also has a good personal contact network through teachers, teaching assistants, governors, pupils, the inclusion worker and the parent co-ordinators who are part of an Education Action Zone initiative. The school has a very effective open door policy so that all parents feel confident about coming to see staff if they have a concern.
32. Parents' evenings are held in the Autumn and Spring terms for parents to discuss their children's progress with class teachers. The good records kept of these meetings include specific learning

targets for each pupil in English and mathematics, and a summary of parents' comments. Again, for those families where English is not the main language, translation facilities can usually be arranged. Good arrangements are made for regular parent-teacher consultation sessions. Annual reports of pupils' progress indicate how pupils are getting on in the main subjects such as English, mathematics and science, but in many other subjects, very little information is provided about pupils' attainment and progress.

33. The school's outward looking approach to education is a significant factor in its success in raising pupils' achievement. It makes the most of its inner city, culturally diverse location and has very good links with the local community that provide many benefits to enhance pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Governors carry out their role well and ensure that all statutory requirements are met. The leadership of the headteacher is excellent in helping the school to move forward at a rapid pace.

Main strengths and weaknesses

- The deputy headteacher provides very effective support for the headteacher and staff.
- Staff work together as a highly effective and enthusiastic team.
- Staff with key responsibilities carry out their roles very effectively.

Commentary

34. One of the reasons that the leadership and management work so well at this school is because of the clear and very effective communication that occurs between all parties. This is enabled through very clear lines of management and constant close liaison between all members of staff. Also, the headteacher has successfully created an atmosphere whereby all staff feel valued, and this ethos cascades out into the approach towards the pupils and lays the foundation for the school's fully inclusive approach.
35. The headteacher's outstanding approach to leading the school rapidly through a wide range of improvements in practically all areas of its provision in the last few years is rooted in the very clear vision that she has set, working very closely with the staff and governors. This clear vision for the school's future educational direction is comprehensively outlined in the school's improvement plan and sets well thought out goals and outcomes for the current and next few years. The plan encompasses some imaginative and innovative thinking; for example, with the development of a community curriculum (now well underway). The headteacher has also suitably empowered all of her staff and delegated responsibility in such a way that staff are working together as an enthusiastic team fully committed to the task of driving the school development initiatives forward.
36. The deputy headteacher is a central figure within the school's rapid development, who through her own strong leadership in starting many of the new initiatives, has set a clear role model for the rest of the staff. She works in close partnership with the headteacher and plays a full key part in all strategic planning and helping to ensure the overall efficiency of the school on a day-to-day basis.
37. Subject co-ordinators and all other staff with key responsibilities carry out their roles very effectively. Where appropriate, they provide detailed action plans to show how their area of responsibility will be carried forward in the next phase of the school's improvement plan. They work with dedication and a strong commitment to leading the school forward.
38. Governors are fully informed about and involved in the leadership and management of the school. They visit on a regular basis and have a suitable awareness of the school's strengths

and weaknesses. The governors provide strong support for the headteacher and share the desire with all staff to continually improve the quality of education and standards achieved by pupils. Through clear guidance from the headteacher and the school's financial administrator they ensure that the school's finances are put to the best possible use.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	577,356
Total expenditure	608,712
Expenditure per pupil	2,969

Balances (£)	
Balance from previous year	-12,000
Balance carried forward to the next	41,000

Particular aids or barriers to raising achievement, and their impact

39. The school faces many challenges in terms of dealing with the difficult circumstances and cultural diversity of many of its pupils but is highly successful in facing these challenges and in particular turning the cultural diversity into a major strength of the school. The enthusiasm of the whole staff and the governors is a key factor in helping the school move forward at a very good pace.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the nursery and reception classes has improved since the last inspection and is now **very good**, with some excellent features. Teaching is **very good** overall and helps children achieve well and reach the expected levels in many areas of learning, although attainment overall is below average by the end of the Foundation Stage.

Main strengths and weaknesses

- Well led and managed.
- Well developed links with parents.
- Very effective emphasis on supporting children with English as an additional language.
- Very good assessment and tracking of each child's development.

Commentary

40. The school has many very effective systems to support parents whose children are starting school. For example, parents are provided with clear written advice, in a variety of languages, on how to prepare their children for school. Also, pre-entry meetings are arranged and teachers make parents very welcome in the school.
41. Children's attainment on entry is generally below average. By the end of their time in the Foundation Stage, the majority of children achieve well and are likely to attain the expected levels in all of the areas of learning except in communication, language and literacy and mathematical development.
42. Teaching is very good and sometimes excellent. Planning is good quality, imaginative and well organised. Teachers are particularly good at ensuring that learning opportunities are fully exploited in all activities. Work is very carefully matched to the needs of the individuals. Teachers set high expectations for children's behaviour, therefore learning takes place in a purposeful atmosphere with children concentrating well and working with each other in a friendly way. The curriculum is of very good quality, covering all the required areas in ways that provide for the excitement of discovery and the satisfaction of achievement. Staff have a very good understanding of how young children learn. They are good at ensuring that all children enjoy some measure of success.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff provide good role models.
- Good encouragement of independence as well as skills for working together.
- Children get on well with each other.

Commentary

43. Almost all children achieve well and are on course to reach the expected level in this area of learning by the end of the Foundation Stage. Teachers' very good management of the children ensures that they behave very well. Children learn to make choices, and to cooperate. Reception children show quiet confidence and are able to adjust their behaviour appropriately to differing situations. They develop good friendships and show respect for each other and their teachers.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for this area of learning is **very good**.

Main strengths and weaknesses

- Very good support is provided for the development of pupils' speaking and listening skills.
- Children who speak English as an additional language are very well taught.
- There is very good provision for reading activities.

Commentary

44. Although they achieve well, most children will not reach the expected level in this area of learning. Many children start school with little conversational experience. They have difficulty focussing attention on a speaker. Many have to be constantly reminded to 'look at me'. Achievement in reading is very good. Children have access to a good range of picture books and there is a very effective home/school reading system. Nursery children soon learn to handle books appropriately and enjoy the on-going opportunity to use them. Reception children tell the stories using the illustrations. Writing is the least well advanced of children's literacy skills. Mark making is encouraged in the nursery and the children's first attempts at writing develop well in the reception classes. A minority of children are beginning to write legible three letter words. Nursery staff are particularly skilled at communicating with children with English as an additional language who are at the early stages of learning and have very limited vocabulary. They sometimes use a whole range of different strategies to help individuals gain an understanding. Teachers have a particularly skilled approach with fully exploiting the learning opportunities within language activities:

Example of outstanding practice

Making the most of language activities

In an excellent reception class lesson featuring the Three Bears' story, children were given the chance to: develop the necessary vocabulary through a hop-scotch style game with the teacher, develop their speaking and listening skills through role play in the Three Bears' house and glove puppet work, explore measuring quantities to make the Three Bears' porridge, work on a listening centre following the story in a book, work on Three Bears computer program and update and analyse their pictogram of the class survey on favourite porridge flavours. This comprehensive range of activities provided great fun for the children and the motivation thereby encouraged meant learning proceeded at a very rapid pace.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Good quality classroom displays.
- Good range of equipment used to support learning.

Commentary

45. Nursery children are given very good encouragement to explore numbers and shapes during a wide range of independent activities provided. Opportunities range from exploring playground markings to independent play on the computer. During water and sand play, children are encouraged to think about size and capacity. Recognition of basic shapes is encouraged during creative activities. Counting games and songs are used to develop basic awareness of numbers and their use. Good opportunities are exploited in other areas of learning to develop children's mathematical thinking; for example, very good opportunities were noted in a language based activity, for children to make porridge – measuring out the right amount of the ingredients.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for this area of learning is **very good**.

Main strengths and weaknesses

- Teachers develop children's cultural awareness very effectively.
- There is a rather limited use of strategies to develop basic historical and geographical awareness.

Commentary

46. Children achieve very well in this area and are on course to reach the expected level by the end of the Foundation Stage, in spite of the well below average baseline that many of them start from on entry to school. Children confidently access the computer and play with controllable toys. Classroom displays of every day items sometimes usefully include labelling in several of the languages – to help accelerate the learning of pupils with English as an additional language. There is a very good emphasis placed on learning about other cultures; for example, one class was observed visiting a Chinese New Year ceremony in the local community. Early science ideas are well developed in activities such as cooking – where children see the effects of temperature and mixing materials. Children are properly introduced to past and present concepts as they compare old-fashioned and modern toys, but opportunities to use role-play and visitors to extend this learning are not fully exploited.

PHYSICAL DEVELOPMENT

Provision for this area of learning is **very good**.

Main strengths and weaknesses

- Very good opportunities are provided to help children succeed in this area of learning.
- Teachers' planning is particularly good for this area of learning.

Commentary

47. Children achieve very well in this area of learning and are on course to reach the expected level by the end of the Foundation Stage. Well supervised, outdoor play activities provide very effectively for developing children's running, jumping and co-ordination. Physical education lessons are imaginatively planned, adding to the motivation of the children. For example, in one lesson seen, there was excellent use of a multi-coloured parachute, which promoted children's enthusiasm and helped them develop self-control as they tried to manage their movements. A few reception children have relatively little awareness of other's need for space. Great care is taken to encourage the development of finer motor skills as children learn to manipulate pencils, scissors and paintbrushes.

CREATIVE DEVELOPMENT

Provision for this area of learning is **very good**.

Main strengths and weaknesses

- Teachers show very good imagination and initiative when providing for children's needs.

Commentary

48. Children achieve well and are on course to reach the expected level in this area of learning. Adult supervision of playground activities provides exciting chances to use equipment and

markings in creative games. Indoors, very good opportunities include role-play, painting, exploration of computer programs and making models using a variety of materials, including construction kits and clay. Very good opportunities are provided for children to develop their creative skills in art and music. For example, in music lessons, children learn to stamp their feet and clap their hands and explore the use of a selection of percussion instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** overall and standards have improved since the last inspection.

Main strengths and weaknesses

- Pupils achieve well.
- Teaching is good overall and very good in Years 2, 5 and 6.
- Provision for pupils with special educational needs and for whom English is an additional language is very good and helps these pupils to achieve very well.
- Teaching assistants support pupils well.
- More able pupils are not challenged sufficiently in all classes.
- The library for non-fiction books is unattractive.
- Cursive handwriting is not taught in a consistent way across the school.

Commentary

49. Pupils achieve well and, by Year 2 and Year 6, are on course to attain average standards by the end of the year. Pupils with English as an additional language achieve very well. This is because much of their writing is made relevant as it is based on their experiences and culture. These pupils are also supported very well by both teaching assistants and the inclusion support worker.
50. Teachers are very skilled at asking questions that enable and encourage pupils to answer and therefore practise their speaking and listening skills. Many opportunities are given for pupils to talk with each other before reporting back to the group and the effective use of praise to further encourage the pupils means that overall standards of speaking and listening are average. Teaching assistants explain, encourage and support pupils who are at the early stages of learning English as an additional language and, in this way, these pupils quickly gain confidence and begin to play a more active part in class activities. Teachers often repeat words in different contexts to reinforce understanding and this planned consolidation is also effective in extending pupils' vocabulary knowledge, enabling them to use new words learned in their written work. Pupils' speaking and listening skills are occasionally inhibited in a minority of classes when teaching is disrupted by pupils talking out of turn.
51. Pupils read at every opportunity. They have very positive attitudes to books, enjoy reading and attain average standards at the ages of seven and eleven, with a significant minority attaining better than this. The school is well resourced with dual language texts that are used appropriately to support and encourage pupils with English as an additional language. In Year 2, the teacher is very skilled at encouraging pupils to use their knowledge of letter sounds to build up words. Older pupils are avid readers, discussing their favourite authors and texts and explaining their preferences. Those that have joined the school later, and especially those with English as an additional language, are positively influenced by the attitudes of those around them.
52. Pupils in Year 2 and 6 attain average standards in writing. Pupils write for a variety of audiences and purposes throughout the school. Their work is valued by the teachers who use praise effectively to encourage and support, especially those for whom English is an additional language. The repetition and consolidation of new vocabulary equips all pupils well and this is

reflected in writing that is often lively and imaginative. Handwriting is taught systematically, but skills learned are not applied consistently throughout the school and teachers rarely model a cursive script when writing in front of the pupils.

53. Pupils with special educational needs are supported very well and make very good progress because of the structured and well-resourced approaches to the teaching of reading and the effective programme of reading recovery that has been established. Teachers ensure that work is well matched to pupils' needs and teaching assistants also support them very well, ensuring that they are fully included in all activities.
54. Teachers plan and organise their lessons well. In the very good lessons seen, work proceeded at a very good pace and was well matched to pupils' needs. As a result, pupils were highly motivated and worked with their best efforts. All teachers focus well on the learning objective set, sharing it with pupils and reviewing progress at the end of the lesson to ensure understanding. Learning targets are set for pupils and these are reviewed every term. In some classes a small minority of pupils do not concentrate well on occasions and interrupt the flow of the lesson by making too many demands on the teachers' time. Although work is matched to the needs of the majority of pupils in all classes there are occasions when more able pupils are not sufficiently challenged.
55. Resource provision is good overall although the non-fiction library does not present an attractive well stocked resource and is currently underused by pupils.

Language and literacy across the curriculum

56. Teachers exploit every opportunity to provide opportunities for pupils to apply their language skills in other subjects, for example, through detailed written accounts of science investigations. Pupils are often encouraged to use word processing to improve the presentation of their work.

MATHEMATICS

Provision in mathematics is **good** and standards have improved since the last inspection.

Main strengths and weaknesses

- The subject is well led and managed.
- Good teaching.
- Great majority of pupils achieve well, especially in number skills.
- Improving standards of attainment.
- Links with other subjects developing well.
- Pockets of bad behaviour very occasionally undermine learning.
- Scope for challenging higher attaining pupils not always fully utilised.

Commentary

57. Pupils achieve well and make good progress in mathematics as they move through the school and currently meet the expected levels by Year 2 and Year 6. They develop a confident approach in using their mathematical skills and have a good range of experiences in all of the areas of the programmes of study. For example, Year 2 pupils gain a solid understanding of basic place value, fractions and measuring and, by Year 6, pupils demonstrate a confident ability to talk about mathematical ideas, know how to multiply and divide numbers by 10 or 100 and gain a full understanding of concepts such as perimeter and area. Throughout the school pupils develop appropriate mental/oral skills due to the teachers' good emphasis on this area.
58. Though new to the task, the subject manager is implementing positive initiatives based on consultations with senior staff and consultants, links with other schools, analysis of national tests results and of periodic formal testing within the school. The results of testing are thoroughly scrutinised, lessons and pupils' work are regularly monitored. Good strategies have been

devised to improve assessment systems, and provision for pupils with special educational needs and those who need support for English as an additional language has been improved.

59. Teaching is good, with much very good and occasionally excellent teaching seen in Years 5 and 6. Time and resources are used very well in lessons and activities proceed at a rapid pace. Plenary sessions are very well used with teachers frequently extending pupils ideas further and providing good opportunities for them to follow up activities for homework. Teachers have confident subject knowledge and set high expectations for pupils' achievement. Support staff give invaluable help and encouragement to pupils with learning difficulties. However, challenges for particularly talented mathematicians do not always extend them sufficiently. The atmosphere in almost all lessons is one of endeavour, interest and enjoyment as pupils apply themselves well to their tasks. Teachers use ICT resources very well to support pupils' learning.

Mathematics across the curriculum

60. The school's policy of providing an integrated curriculum is supporting a strong focus on mathematics in ICT lessons in the context of spreadsheets, for instance. Science also provides good links to mathematics, where quantities are measured and recorded, sometimes in the form of graphs. Art, design and technology lessons draw on measures and shapes to inspire creativity and aid the construction of artefacts.

SCIENCE

Provision for science is **good** and has continued to develop well since the last inspection.

Main strengths and weaknesses

- Pupils achieve well.
- Good teaching overall – very good teaching in Year 5 and 6.
- Very good leadership and management.
- Good emphasis on learning through practical investigation.
- Occasionally work provided for the higher attaining pupils does not challenge them sufficiently.

Commentary

61. By Year 2 and by Year 6, pupils attain average standards and results in Year 6 national tests have improved at a good rate over the past few years. By Year 2, pupils have gained appropriate skills, knowledge and understanding in a good range of topics. For example, they know how to sort material by their properties, categorise different sounds they hear, realise that light comes from different sources and correctly identify all the different parts of the human body. They make good progress as they move through the school and are given many good opportunities to link their scientific knowledge with work they do in other subjects. For instance work on the topic of light is linked to the study of Divali celebrations, a good deal of personal, social and health education work is ingrained in the healthy eating and living work they do and they develop their mathematical skills through carrying out science surveys and producing their graphs on computers. Pupils develop a pride in the presentation of their work so that by Year 6 the good range of topics covered are presented neatly and attractively. By this age, pupils have a solid understanding of areas such as micro organisms, how light travels, shadows and electrical circuits, and the work is developed in depth and detail.

62. Teachers plan and prepare their lessons in detail, ensuring that a good range of activities is provided to match the different groups of pupils in their classes. All groups are very well supported by teachers and the support staff. Support for pupils with special educational needs and for pupils who need help in learning to speak English as an additional language is especially strong and, in some lessons, the excellent use of graphical representation made certain that all of these pupils were fully involved in the ongoing tasks.

Example of outstanding practice

Ensuring that pupils with English as an additional language and who are at the early stages of language acquisition and pupils with special educational needs are fully included and involved.

In an outstanding Year 5 science lesson, the teacher made constant and excellent use of the interactive whiteboard – presenting many of the ideas in attractive and sometimes animated pictorial formats. Moving picture icons of characters such as Homer Simpson ensured the attention of the pupils was finely tuned and all were able to understand what was required even though their own language understanding in some cases was extremely limited.

63. Science lessons in Year 5 and Year 6 were particularly high quality because the teachers moved pupils' learning forward at a rapid pace and succeeded in getting individuals to think in depth about the concepts taught. The school's 'building learning power' initiative showed clear benefits in these lessons, with, for example, in a Year 6 lesson, one pupil suggesting ...'you could use your kinaesthetic learning for this'.... Very perceptive and demanding questioning from the teachers in Years 5 and 6 also ensured that pupils adopted a rigorous approach towards developing their skills of predicting outcomes and developing their own procedures to carry out tests.
64. Teachers across the school are very good at ensuring that pupils gain a broad based understanding of scientific concepts through carrying out practical investigations, and these are generally in depth and carefully recorded. In a few lessons seen, although different investigative activities are provided for different groups, the tasks given to the higher attaining pupils tend to be focus more on consolidating their skills rather than challenging them at a higher level. Also work seen in the older pupils' books indicates that teachers do not always place sufficient emphasis on developing pupils' understanding of the fair testing principle.
65. Very good leadership and management of this subject ensure that resources are well organised, a good quality scheme of work is available – modified to suit the needs of the pupils - and good advice and support is on hand for all staff so that a consistent approach is adopted across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good** and has improved since the last inspection.

Main strengths and weaknesses

- Pupils achieve well.
- Good leadership and management.
- The equipment in the ICT suite is very well set up.
- Interactive whiteboards and computer projectors are used well to enhance pupils' learning.
- Occasionally the scope for extending higher attaining pupils is not fully exploited.

Commentary

66. Pupils achieve well as they move through the school so that by Years 2 and 6 they meet the expected levels, with a significant minority in Year 6 on course to do better than this by the end of the year. By Year 2, pupils develop a confident awareness of how to use their ICT skills. For example, they know how to log on in the computer suite, carry out computer based research for a science topic currently being studied and know how to competently navigate their way around different screens, menus and toolbars. The skills are built on well as pupils move through the classes in the school so that by Year 6 they are fully familiar with using a wide range of ICT programs to support the work they do in different subjects. For example, in one Year 6 lesson pupils competently explored different methods of entering formulae into spreadsheets to calculate perimeter and area as part of a mathematics project. Many examples are seen around

the school of pupils using computers for research and for recording their work in different ways. Often they produce work attractively importing clipart and digital photos.

67. The school has moved forward significantly in enhancing its ICT provision since the last inspection and the current ICT co-ordinator has played a key role in enabling this improvement. She has overseen the setting up of the new suite and installation of new projectors and interactive whiteboards, helped organise the budget and staff training and ensured that a realistic and detailed action plan is in place to show the school's continuous development in ICT. The computer suite has been set up in a very skilful manner with excellent design for work stations that cleverly maximises the relatively small amount of space the school has to work with in its accommodation.
68. Lessons are generally well taught and there are clear indications that ICT training has made a positive impact on ensuring even the few less confident teachers have the necessary skills to move the pupils forward and help them to achieve well. The majority of teachers show confidence and enthusiasm for using the facilities and often do so imaginatively. Interactive whiteboards are used especially well in many classes to provide a rapid method of demonstrating and presenting information to pupils in a clear, interesting and often fun way. Very occasionally in lessons, although the computer based tasks provided present opportunities for the higher attaining pupils to work through areas more rapidly than the others, the scope to move them onto a higher level of attainment is not sufficiently catered for.

Information and communication technology across the curriculum

69. Although rightly regarded by the co-ordinator as a continuing area of development, ICT is used well in different areas of the curriculum and many pupils, especially the older ones, take for granted the fact that ICT is a readily available tool to assist them in their research or to enhance their work in different ways.

HUMANITIES

Religious education was inspected individually and is reported in full below. Only one geography and no history lessons were observed, therefore no judgements on teaching can be made in these subjects.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The school draws particularly well on pupils' background and cultures to enhance work in this subject.
- All celebrations relevant to the school community are celebrated as major assemblies.
- Cross-curricular links are explored whenever possible.
- Inconsistencies in planning leads to a fragmented approach in Year 6.

Commentary

70. Teaching is satisfactory overall and standards are in line with the locally agreed syllabus. Boys and girls of all levels of attainment achieve satisfactorily. The school has a suitably planned curriculum that draws particularly well on the culture and beliefs of the pupils; for example, by celebrating the festivals of pupils of different faith backgrounds in the school. In Year 2, very skilled questioning enables the pupils to discuss the festivals of Eid, Divali, Christmas and the Chinese New Year, sharing their own experiences with each other very well.

71. Different classes have responsibility for organising major assemblies to celebrate religious festivals. The pupils enjoy the responsibility and parents join in the celebrations further encouraging the empathy and respect promoted by the school for each other's culture and beliefs.
72. The co-ordinator leads by example in establishing cross-curricular links. Consequently, he explores and encourages tolerance and understanding through discussions in⁴circle time, explores patterns in Islamic art and leads a discussion about how Mary and Joseph must have felt on their way to Bethlehem, thereby encouraging empathy and improving speaking and listening skills.
73. There is no recorded work relating to religious education in pupils' books in Year 6 and no planning was made available. However, pupils interviewed talked with enthusiasm about their research, some using the Internet, into 'harvests around the world' and they displayed charts and posters that they had made. A group of pupils had been involved in writing and narrating the nativity for younger pupils and others, with professional support, had filmed the outcome that was then broadcast on the local television network. However, more consistent planning over time would present a more coherent and less fragmented religious education curriculum for this group.

Geography and history

74. No lessons were observed in history and only one observed in geography. In the excellent geography lesson observed in Year 1, the teacher drew very well on the Chinese heritage of some of the pupils in the class and gave them an outstanding insight into another culture.
75. Scrutiny of work indicates that pupils achieve very well and attain standards above those expected in those aspects of history and geography recently reviewed and adopted as part of the 'community curriculum.' Those other aspects laid down in the national scheme are also taught and standards relating to these are average for pupils at the age of seven and eleven.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. These subjects were sampled during the inspection. Very few lessons were seen and not enough evidence was collected to enable overall judgements to be made about standards or the quality of provision in design and technology, music or physical education. However, for art, although provision overall cannot be judged, enough evidence of pupils' work was seen to show that they reach good standards by Year 6. The co-ordinators for these subject areas are cooperating well to realise the school's vision of creating a curriculum where the subjects link well together.
77. A wide range of **artistic** activities is provided for pupils and artistic opportunities are provided in many subjects. In the two lessons seen pupils enjoyed their work and worked with concentration and imagination, using a range of media. Pupils produce good quality pencil drawings, with careful attention to the texture, pattern and shape. Textiles from various cultures provide elaborate patterns from which pupils draw inspiration. Year 6 pupils were observed using wax-resist techniques to produce stunning pictures of tribal dancing, while others captured movement through collages, with arrangements of dancing figures. Further enhancement to artwork is planned, with the school's pottery having been renovated recently and a start made on re-introducing ceramics. Teachers now usefully plan to upgrade their skills in this area. Teachers give pupils a good introduction to the work of famous artists such as Lowry and Monet. Further awareness raising is promoted with a renowned local artist visiting the school, providing inspiration and expertise.
78. In **design and technology**, teachers' planning and photographs of previous work showed that appropriate challenges and opportunities are provided. For example, a good range of

⁴ Circle time is when pupils sit in a circle and share thoughts and feelings about a variety of topics.

experiences is provided from food technology to designing and making puppets. Older pupils have useful experiences of building and dismantling large structures in the school hall and applying their scientific knowledge of electricity to make torches and shadow puppets. They also make toys and controllable vehicles, study examples of decorated textiles drawn from many cultures and produce various props for religious celebrations.

79. The **music** curriculum is broadly based on national guidelines. Currently, there is an emphasis on singing, often linked to religious celebrations or social/cultural based themes. The music curriculum is suitably enhanced by visiting musicians demonstrating their skills to pupils. The school usefully features a 'musician of the week' example, drawn from a range of cultures to enhance daily assemblies. Good links are made to physical education, for example, a multi-cultural music/dance performance for audiences in local schools. The school enjoys some support for the use of ICT in music with older pupils visiting a local secondary school to focus on composition using computers. Pupils have the opportunity to further enhance their skills through the provision of an extra-curricular recorder club.

80. Teachers' planning and discussions with pupils indicate that a rich and varied range of **physical education** experiences is provided. Pupils are given suitable chances to learn to swim and there is a significant emphasis on dance. Dance experiences have included performances by Somali parents, pupils' performance of Indian dancing at a secondary school, a visit by Northern Ballet dancers and visits to see both 'The Nutcracker' and 'Swan Lake'. Pupils' attitudes to sports are suitably encouraged with, for example, Year 6 pupils attending the opening of the St Paul's Sports Academy and match tickets being provided for them by Bristol Rovers Football Club.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Scrutiny of work and an interview with both the co-ordinator and pupils indicate that provision for PSHE is **very good** and pupils achieve well.

Main strengths and weaknesses

- A strong emphasis is placed on pupils developing life skills.
- Very effective systems for pupils to share and explore their opinions and views.

Commentary

81. Pupils develop life skills when they 'apply' for community jobs in school, invite a local councillor to visit, visit the local 'life-skills centre' and receive training to become peer mediators, a role taken very seriously by those involved. In all classes, teachers encourage reflection and discussion about rights and responsibilities. The scheme of work, that includes recently updated policies on drugs and sex education, supports teachers' planning well. Much very good emphasis is placed upon teaching pupils about healthy eating and living. Through circle time and school council sessions pupils are given very good opportunities to express their opinions and develop a greater understanding and respect for the values and beliefs of others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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