

INSPECTION REPORT

CHRIST CHURCH C OF E PRIMARY SCHOOL

Clifton, Bristol

LEA area: City of Bristol

Unique reference number: 109142

Headteacher: Mr A P Tween

Lead inspector: Fiona M Robinson

Dates of inspection: 8th -10th November 2004

Inspection number: 266610

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 263

School address: Royal Park
Clifton
Bristol
Postcode: BS8 3AW

Telephone number: (0117) 377 2830
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Appropriate authority: The governing body
Name of chairs of Ms Bronwen Lewis and Mrs Margaret Speirs
governors:

Date of previous 8th February 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Christ Church C of E Primary School is larger than most primary schools. It is located in an interesting and historical area of Bristol. There are 263 pupils on roll, 130 boys and 133 girls. There are 41 children in the two Reception classes. The school mainly serves an area of higher social advantage and pupils come from a range of social, economic and academic backgrounds. Most pupils are white British, however, a significant number are from a range of ethnic backgrounds. Of these, a very small number of pupils are at an early stage of English language acquisition. The levels of knowledge and understanding of children when they join the school are above average. The proportion of pupils with identified special educational needs is below the national average. Four of these pupils have a statement of special educational needs, which is in line with the national average. The percentage of pupils entitled to free school meals is broadly in line with the national average. There is a small amount of pupil mobility at seven years of age, when a minority of children leave the school and enter independent education. The school won two School Achievement Awards in 2001 and 2002, re-recognition for Investors in People (2000 and 2003) and Activemark in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona M Robinson	Lead inspector	Foundation stage English as an additional language Science Art and design Music
9511	Ann Longfield	Lay inspector	
20963	Judy Keiner	Team inspector	English Design and technology Physical education Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Christ Church C of E Primary School is a good school with some very good features that provides a good education for its pupils. Standards are high in English, mathematics and science at the end of Year 6 because pupils are well taught. As a result, they achieve well in relation to ability. The commitment of the headteacher, staff and governors to provide for the overall, very good spiritual, moral, social and cultural development of the pupils is a key to its success. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are high by the end of Year 6.
- Pupils' attainment is good in physical education.
- Provision for pupils with special educational needs is very good.
- The quality of teaching is good overall.
- The school provides very well for the moral, social and cultural development of the pupils.
- The ethos is very welcoming and very caring.
- An excellent, successful partnership has been created with parents.
- The children are getting a very good start to their education.
- Assessment procedures are inconsistent in the non-core¹ subjects.
- Technical problems with computers can affect the use of ICT resources in lessons.

The school has made good improvements since the previous inspection. Key issues have been tackled well. In particular, standards in English, mathematics and science have improved due to the school's effective strategies to challenge pupils of all abilities. The school improvement plan is an effective tool for guiding advancement. Governors contribute well to the work of the school and the partnership with parents is outstanding. There are rigorous procedures in place to monitor teaching and learning and teachers' expectations have been successfully raised. The school is well placed to improve further.

STANDARDS ACHIEVED

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

Key: A - very high; 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 overall. They enter school with above-average standards and make very good progress in the Reception classes. By the end of Reception, standards are good or better, with most children meeting, and a significant number exceeding, the

¹ The non-core subjects are those other than English, mathematics and science.

Early Learning Goals². They make very good progress in the personal, social and emotional area of learning, with most children well exceeding these goals. Pupils make good progress over time in the infant and junior phases. They demonstrate very good attitudes to learning. At the time of the inspection, standards were above average in Year 2 in reading, writing, mathematics, science and physical education. They were satisfactory in information and communication technology (ICT) and other subjects. By Year 6, they were well above average in English, mathematics and science. They were good in physical education and satisfactory in ICT. Pupils are well placed to meet or exceed their current targets in English, mathematics and science. They exceed expectations of the LEA Locally Agreed Syllabus in religious education in Year 6. Compared to all schools in the 2003 curriculum tests, pupils achieved high standards in English, mathematics and science. Standards were very high (in the top five per cent in mathematics and science) compared to similar schools. They were high in English. Pupils with special educational needs are achieving very well in relation to their prior targets.

Overall, the provision for pupils' personal development and their moral, social and cultural development is very good. The provision for the spiritual development of pupils is good. The development of pupils' personal qualities is very good, which leads to the very good attitudes and sense of responsibility they display. Their behaviour is good and pupils enjoy coming to school. Attendance is well above average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, teaching is good throughout the school, although examples of very good teaching were seen in the Foundation Stage³, infant and junior phases. No unsatisfactory teaching was seen during the inspection. Learning is effective because of good teaching. Pupils respect their teachers and are very keen to do their best. Excellent teaching was seen in science. Very good teaching was seen in English, mathematics and science. Assessment is satisfactory overall. The use of assessment is very good in English, mathematics and science. However, assessment procedures are inconsistent in the non-core subjects. Children get a very good start to their education. The curriculum is good, with a very good range of sporting and musical activities. However, the use of ICT is less satisfactory mainly due to the negative impact of technical problems on pupils' learning. All statutory requirements are met. Links with the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Overall, the quality of leadership, management and governance is good. Leadership by the headteacher is very good. He provides a very clear vision and focus to the school's work. Teamwork is effective and support staff are used well to support the curriculum. The management of the school is good. The governors' understanding of the strengths and weaknesses of the school is good and they conscientiously fulfil all of their duties and all statutory requirements are met. They are supportive of the school's work and monitor the work of the school well. They have a good awareness of the impact of teaching and learning on standards. Partnerships with parents are excellent and these greatly enhance pupils' education.

² The identified targets children are expected to have achieved by the end of their Reception year.

³ The Foundation Stage caters for children from the age of three to the end of the Reception year.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very good views of the school. They are very happy with the quality of teaching and learning and the way in which the school is led. Most of their views were positive. Pupils like the school and are happy with the opportunities they are provided with.

IMPROVEMENTS NEEDED

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

- Develop assessment procedures in the non-core subjects.
- Develop the effectiveness of ICT resources and their use.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS
STANDARDS ACHIEVED BY PUPILS
STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Pupils achieve well in relation to ability throughout the school and achieve at least good standards at the end of the Reception year. Standards are above average by Year 2 and well above average by Year 6.

Main strengths and weaknesses

- Children receive a very good start to their education.
- High standards in English, mathematics and science are the result of good teaching.
- Standards are good in physical education.
- The achievement of pupils with special educational needs is good.
- The achievement of pupils with English as an additional language is good.
- Technical problems can affect the use of ICT resources and this sometimes impacts on standards pupils achieve in lessons.

Commentary

1. When children start school in the Reception classes, assessment data shows that their attainment is above average. They respond very well to very good teaching and make very good progress over time. Most exceed the Early Learning Goals in all areas of learning and some well exceed these.
2. Overall, standards have risen throughout the school, especially in the junior phase. Pupils with special educational needs and English as an additional language achieve well throughout the school. Work is matched effectively to their ability and pupils are supported well in their learning.
3. The table below shows that in 2003, standards in Year 2 were well above average in reading and mathematics and above average in writing. This is also the case in the as yet unpublished tests of 2004. Current standards are above average in reading, writing, mathematics and science. Pupils are on target to meet or exceed their current targets. Standards are good in physical education and satisfactory in all other areas. They are in line with the expectations of the LEA Locally Agreed Syllabus in religious education.

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

Standards in:	School results	National results
reading	17.5 (18.8)	15.7 (15.8)
writing	15.8 (16.5)	14.6 (14.4)
mathematics	17.5 (18.3)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year.

4. The table below shows that in 2003, standards in Year 6 national tests were high compared to all schools in English, mathematics and science. Compared to similar schools they were very high (in the top five per cent) in mathematics and science and

high in English. The current unpublished results are the same. Current standards are well above average in English, mathematics and science. Girls tend to achieve higher standards than boys; however, the school has put effective strategies in place to narrow the gap. There has been good improvement in English, mathematics and science over time. Standards are good in physical education by Year 6 and satisfactory in all other areas, including ICT. They exceed the expectations of the LEA Locally Agreed Syllabus in religious education.

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

Standards in:	School results	National results
English	28.3 (30.3)	26.8 (27.0)
mathematics	29.6 (29.9)	26.8 (26.7)
science	31.1 (30.9)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year.

5. In Years 1 and 2, achievement is good because of the good provision made for the pupils' development. All pupils achieve well in relation to ability and their progress is charted carefully in English, mathematics and science, and used well to inform planning.
6. Pupils are making good progress in Years 3, 4, 5 and 6, with appropriate challenge for the higher achievers and those with special educational needs and English as an additional language. Parents are generally happy with the standards their children achieve and inspectors agree with their views.
7. Overall, standards have improved significantly since the time of the last inspection, especially by the end of Year 6 in mathematics and science. This is due to excellent and very good assessment procedures. Pupils apply their literacy and numeracy skills well. Their ICT skills are usually well deployed in the core subjects of English, mathematics and science. Occasionally in lessons, learning slows or takes a different direction when technical difficulties are experienced with computers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to their work are very good. Their behaviour is good. Pupils' spiritual, moral, social and cultural development is very good. Attendance is very good and punctuality is good.

Main strengths and weaknesses

- Pupils' attitudes, values and personal development are a strength of the school.
- Relationships are very good.
- Pupils have a very good awareness of right and wrong. They have very good social skills and their cultural development is very good.
- Attendance is very good.

Commentary

8. Pupils enjoy school very much and are polite and friendly. Relationships and attitudes to learning are very good. Their behaviour is good, although pupils admit to occasional name calling. There have been no exclusions. Pupils care for each other well, such as when the older pupils accompany the younger ones on field trips.
9. Pupils bring to school a good range of well-established personal and social skills acquired through their home life. Pupils willingly take responsibility for aspects of school life. For example, the democratically elected School Council has considered and reported on issues such as water fountains and 'wet playtime' equipment, that might affect the lives of the pupils in the school.
10. Pupils' cultural development is very good. Pupils learn in depth about their own cultural heritage and that of people in other countries. A parent explained about Ramadan, and the visit of the Chinese Dragon was very successful. Pupils raise funds for charity and the choir sings at the Street Traders' Christmas Fayre and for local senior residents. The pupils make many visits to places of educational interest, which widens their knowledge and understanding of the past and present.
11. The pupils' moral and social development is very good. Pupils collaborate well in lessons, enjoying the opportunity for group discussions. They play well together at break time. Pupils' spiritual development is good. They enjoy the weekly assemblies led by local church members; this term they have been following the story of King David.
12. Pupils attend regularly and there are few latecomers. Standards of attendance have been maintained since the last inspection. Parents work closely with the school to ensure regular attendance, which is currently well above the national average. Punctuality is good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.3
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are effective. The curriculum is good, with a very good range of extra-curricular activities. Provision for pupils with special educational needs is very good. Assessment is satisfactory overall, although use of assessment is inconsistent in non-core subjects. Library accommodation is limited and technical problems can make ICT equipment malfunction, affecting its efficient use in some lessons. Pupils are very well cared for and links with parents are outstanding.

TEACHING AND LEARNING

The quality of teaching and learning is good. Assessment is satisfactory overall, but very good in the Foundation Stage.

MAIN STRENGTHS AND WEAKNESSES

- Lessons are planned and assessed very well in the Foundation Stage and children are well motivated to succeed.
- Planning is good in the infant and junior phases in English, mathematics and science.
- Literacy and numeracy skills are taught well.
- Some excellent teaching was seen in science.
- The quality of assessment is excellent in mathematics and very good in English and science.
- Assessment is inconsistently used in non-core subjects.
- Learning is less effective when computers malfunction.

Commentary

13. The quality of teaching and learning is good in the infant and junior phases. It is very good in the Reception classes. There have been good improvements in planning and the matching of work to pupils' ability since the last inspection. The scrutiny of pupils' work completed shows evidence of good teaching quality.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	9 (24%)	23 (62%)	4 (11%)	0 (0%)	0 (0%)	0 (0%)

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

14. The quality of planning and assessment in the Foundation Stage is very good. Work is matched very well to the children's ability and activities are very interesting, with very good use made of resources to support children's learning.
15. Teachers plan their lessons well in the infant and junior phases. Work is matched well to pupils' ability, and the higher achievers and those with special educational needs and English as an additional language are suitably challenged. Insistence on high standards of behaviour ensures that pupils have equality of opportunity to succeed. Where teaching is good, pupils have a clear understanding of what the next steps in learning are.
16. Teaching is good in the different subjects in school, with examples of very good teaching seen in mathematics and science in the upper junior phase and physical education in Year 2. The work of teachers is greatly enhanced by the effective deployment of teaching assistants. This is especially effective in literacy and numeracy lessons, where teaching assistants have some responsibility for pupils with special educational needs and English as an additional language. They fulfil their roles effectively, as observed in the use of computers to enhance work in English, mathematics and science in the infant phase and upper junior phase.
17. The teaching of literacy and numeracy skills is good. Staff are confident in teaching these areas. Speaking and listening skills are developed well through the use of skilful questioning. Reading and writing skills are well taught. Satisfactory use is made of homework and in English, mathematics and science, there is good

development of target setting. ICT skills are usually developed well in mathematics, English and science. For example, ICT is used well in science to record results of experiments in investigative work. It is used less frequently for drafting and re-drafting work in English. Learning can be restricted when ICT equipment malfunctions.

18. Excellent teaching was seen in a Year 6 science lesson. It was extremely well planned and resourced and the teacher was an excellent role model.

Example of outstanding practice

A Year 6 science lesson for a mixed-ability group, where outstanding teaching resulted in pupils making excellent progress and achieving a very good understanding that granular substances such as soils have air spaces in them and that the volume of air can be displaced by water.

The teacher inspired pupils from the outset and engaged excellent productive learning from all, including the higher achieving and those with special educational needs and English as an additional language. Initially, there was very good consolidation of pupils' prior knowledge and understanding through questioning. For example, 'What does micro mean?' The pace of teaching was brisk and the teacher made excellent use of a jar with marbles in it to stimulate discussion. She asked if the jar was empty and all pupils knew that there was air in it. Teaching strategies were very effective. They enjoyed the two minute challenge – How do we remove the air from the jar? Pupils replied 'Use reverse suction and create a vacuum.' 'You could compress it.' There was excellent sharing of information and an excellent modelling of how to label a diagram of the jar by the teacher. Pupils had a very clear idea of the task and co-operated very well as they formulated hypotheses and conducted their fair test. By the end of the lesson, they had all achieved very well. They described how to improve the reliability of their results and explained very clearly how they had evaluated their data. The lesson was inspiring because of the outstanding challenge, pace and content of the teaching. In addition, there was excellent development of their scientific knowledge and vocabulary. By the end of the lesson, they had a very secure knowledge that the volume of air in a given space can be displaced by water.

19. The system of assessment is excellent in mathematics and very good in English and science, with some very good procedures in place and a very good programme of regular assessment. This was a key issue at the time of the last inspection and has been addressed well. There is a very good system of assessment in place in the Foundation Stage which clearly identifies how well children are doing. Satisfactory procedures are in place across the curriculum; however, the school has identified the need to improve these. Systems tend to be informal and there is inconsistent use of these, especially in the non-core subjects. Marking is generally satisfactory across the school, with good practice in place in both the infant and junior phases.

THE CURRICULUM

The curriculum is well planned, of good quality, and covers all National Curriculum requirements. It is enriched by a very good range of visits, special events and extra-curricular activities. The accommodation and resources are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- The Foundation Stage curriculum gives children a very good start.
- There is very good provision for pupils with special educational needs.

- The very good range of visits, special events and extra-curricular activities enriches pupils' experiences and promotes their achievement.
- Limitations in ICT and library provision reduce their effectiveness in supporting the curriculum.

Commentary

20. The curriculum is well planned to give pupils of all abilities a curriculum that meets their needs and the requirements of the National Curriculum. The Foundation Stage curriculum provides a very good start for children through very good, well planned activities, matched very well to their age and experience. Provision for pupils with special educational needs is very good. The curriculum is fully inclusive so that these pupils enjoy access to every aspect of school life. Through their planning, teachers ensure that pupils with special educational needs can understand their tasks in all subjects. They take account of the detailed individual programmes for learning devised for each pupil. Good support is available to help pupils complete their work and this supports their good levels of achievement. Using individual education plans, teachers work out teaching programmes in association with their teaching assistants. However, there are fewer opportunities to use ICT as an aid to learning.
21. Planning for curriculum progression in English, history, geography and religious education is not consistent enough. For example, some tasks set for Year 3 and 4 groups are very similar to those set for Year 2 pupils.
22. The curriculum is enriched by a very good range of visits, including a residential field week for Year 6 pupils, as well as visits to wildlife, recycling and conservation projects, theatres and the zoo. The school makes good use of local community facilities, including the churches and the library. It has taken part in local events such as an environmental programme on wild flowers. A range of theatre, dance and music groups and performers from mainstream and ethnic minority cultures visit the school, and the school's curriculum year includes science and book weeks, which enhance pupils' personal development and their understanding of the curriculum. The recent award of an Activemark reflects the very good provision of extra-curricular clubs and activities, including badminton, football, chess, netball, country dancing and tag rugby. The school has used its partnerships with secondary schools and other schools very well to provide wider experiences. Pupils with particular interests or talents in particular sports have been enabled to participate in master classes at a local secondary school and in local competitions. There is also strong provision for arts and other extra-curricular activities, including a chess club for older and younger pupils, an orchestra, recorder, guitar and drama clubs.
23. The school's accommodation and resources are satisfactory. Since the last inspection, resources for ICT have been greatly improved. Continuing technical problems and staff turnover have contributed to their not being used as effectively as they should to support pupils' curriculum learning. Teachers are sometimes reluctant to set tasks using the classroom computers because they run slowly and unreliably. Both they and the support staff have not had training for some of the latest most useful programs, such as talking word banks. The school library remains very small and poorly heated, although it is used systematically and effectively to help develop pupils' study skills. The mobile classrooms are small and cramped; however, teachers make

the best possible use of these and the size of the classes does not impact on standards.

CARE, GUIDANCE AND SUPPORT

Arrangements for ensuring pupils' care, welfare, health and safety are good. The school provides pupils with good personal and academic advice and involves them in its work and development.

Main strengths and weaknesses

- There is good care for pupils' health, welfare and safety.
- There are good relationships between pupils and staff.
- Pupils' views are taken into account well.

Commentary

24. There is a good, healthy and safe learning environment. Fire drills are carried out to ensure safe and efficient evacuation of the building. The school caretaker and the headteacher carry out ongoing checks to ensure that the school is maintained safely. The child protection procedures are fully in place. The headteacher is the designated person and ensures that all staff know the procedures.
25. The pupils are welcoming to visitors and there is a friendly atmosphere in the school. The pupils feel that through the School Council their views are considered and valued. Pupils report that they experience very little bullying and that the staff deal with any issues quickly and effectively.
26. Pupils believe that teachers provide good help and expect them to work hard. They are very happy to approach and discuss any concerns with staff. They enjoy good relationships with staff and fellow pupils. Pupils are cared for by staff and are successfully encouraged to take a full part in school life.

Partnership with parents, other schools and the community

The school has excellent links with parents. There are very good links with other schools and the community.

Main strengths and weaknesses

- The school works extremely well with parents and encourages them to be fully involved in their children's learning.
- The quality of information provided to parents is very good and ensures they are well informed about their children's progress.
- There are very good links with the community and the next schools that pupils attend.
- Areas for improvement are not clearly identified in the pupils' annual reports.

Commentary

27. An excellent partnership with parents has been created. They are very supportive of the school and appreciate the quality of education provided for their children. Parents expressed their full support for the school in the questionnaires and at the parents' meeting prior to the inspection. A number of parents help in school on a regular basis. The school takes seriously and deals effectively with any concerns from parents. There is a very active Parents and Friends Association that raises funds for the school and provides a range of social activities. The most popular is the weekly afternoon teas organised by the parents of each class in turn for the benefit of that class.
28. Very good information is provided for parents in the monthly newsletter *Comet*. There is an informative prospectus and annual report to parents, both of which are written in a friendly tone and meet statutory requirements. Pupils' annual reports are good, although they do not make clear areas for improvement. The consultation meetings in the autumn and spring terms provide parents with good opportunities to discuss their children's progress. Parents are very happy with the arrangements for discussing any concerns with staff, whom they find approachable.
29. The very good links with the community include the range of visits and visitors who enhance the pupils' learning. For example, pupils learn about other places and cultures from overseas visitors and parents. Pupils perform during the Street Traders' Christmas Fayre and sing for the local senior citizens. The very good liaisons with the specialist local secondary schools have a positive effect on their learning. Year 6 pupils are working with a local primary school on the Avon Gorge Trail, learning about the history and geographical data of the area as they plan and design the artwork to be displayed along the banks of the Gorge.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good.

Main strengths and weaknesses

- The school is given very good leadership by the headteacher.
- Teamwork is good and everybody is doing their best for the pupils' education.
- Governors have a good understanding of the school's strengths and areas for development.
- The management of the school is effective.
- Standards, achievement, teaching and learning are monitored well.

COMMENTARY

30. The headteacher provides very good, sensitive and supportive leadership that motivates everyone to give of their best. This enables the school to make improvements at a good pace. Good teaching ensures that pupils achieve well. Shared vision and high expectations are providing a firm steer to the school's work.
31. The headteacher leads the school with the full support and confidence of the governors. He has a very clear sense of purpose. In close partnership with staff, the drive given to raising pupils' achievement underpins this work. His very good leadership has led to the successful development of a good staff team. They are fully committed to making good provision for the all-round development of pupils. Key

staff are effective in their roles and a very good, purposeful ethos has been created. Monitoring of the core subjects of English, mathematics and science is rigorously carried out by the headteacher and key staff. The outcomes are closely linked with target setting for pupils, which is limited to good arrangements for the professional development of staff. Assessment procedures for the Foundation subjects are not as well developed as those for core subjects, although the school recognises the need for them to be more formalised. The school is very inclusive and very effective policies ensure that the needs of all pupils are being met.

32. The leadership of provision for special educational needs is very good. Realistic targets are set based on secure evidence. Individual needs are very clearly identified and resources are very well targeted. Targets are shared with pupils and parents, and reviewed on a regular basis. Pupils are given very good support in their learning by all staff. There has been a significant improvement in these pupils' achievement.
33. The management of the school is good and has improved well since the last inspection. Governors are fully involved in planning and prioritising issues in the School Improvement Plan. In 2003, they worked in partnership with the headteacher, parents and staff to revise the aims and values of the school. They have a good understanding of the work of the school and are very supportive. They act as critical friends and are fully aware of the school's strengths and areas for development. Governors frequently visit the school to see at first hand what is going on. They are kept well informed of progress by the headteacher. This area of strategic planning is much improved since the last inspection.
34. Staff make a positive contribution to pupils' attainment, learning and development. They have a firm and shared commitment to succeed. Learning assistants provide good support for all pupils. They make a valuable contribution to the strong team spirit amongst the staff.
35. The school has good procedures and effective systems for financial planning. Finance has been used effectively to resource the work of the school. The acting secretary provides effective administrative and financial support. Finance has been used effectively to resource planned major expenditure. Governors have an effective financial oversight of the finances and budget. Decisions about spending are carefully linked to the School Improvement Plan. There is planned use of the current balance to fund the completion of the outdoor area for the Reception classes. The use of resources is managed well and best value principles are central to the decisions made. The school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	720,201
Total expenditure	697,831
Expenditure per pupil	2,683

Balances (£)	
Balance from previous year	-9,920
Balance carried forward to the next year	12,450

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is very good and there has been good improvement since the last inspection in curriculum planning, teaching and resources. The children enter the two Reception classes in the year in which they are five. Most children have attended some form of pre-school provision. Attainment on entry is above average. The curriculum is very good and planned to provide a wide range of very interesting and relevant activities, which are very well matched to their needs. All children, including those with special educational needs and English as an additional language, achieve very well because the teaching is very good. Staff work very well as a team and children's progress is monitored very well. All adults set excellent role models for the children and manage them very well. There is a good ratio of adults to children, ensuring that the needs of all are very well met. The accommodation is purposeful, bright and stimulating indoors, and the outdoor classroom is being developed well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's achievement is very good and they develop very good levels of personal independence.
- Teaching is very good and the expectations of staff are high.
- Behaviour is very good at all times.
- Relationships are excellent with both adults and peers.

Commentary

36. Teaching is very good and, as a result, all children, including those with special educational needs, make very good progress and achieve very well in their social development. All children are on course to well exceed their Early Learning Goals. Teachers and support staff provide excellent role models for the children. They have very high expectations of behaviour. There is a lot of emphasis placed on developing the whole child. Staff have established very secure routines so that the children feel confident and safe. As a result, they are very co-operative, confident and friendly. They are developing very good independent skills, such as when they manage their own clothes or use the computer. The very careful structure of the sessions provides children with many valuable opportunities to make choices, play alone or with others, and to learn to share and co-operate. The children thoroughly enjoy playing games and, as a result, co-operate very well, take turns and work very effectively as a team. Staff use every opportunity to praise the children's independence and, as a result, they have a very good sense of right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is very good because teaching and learning are focused on developing children's skills through a very good, stimulating and interesting curriculum.
- The teachers and learning support assistants take every opportunity to develop children's language skills.
- Children enjoy handling books and make very good progress starting to read.

Commentary

37. The majority of children are on course to meet and a significant majority to exceed the expectations in this area of learning. All children, including those with special educational needs and English as an additional language, are making very good progress as a result of the many opportunities they are given to talk and listen. Staff take every opportunity during all activities to develop the children's vocabulary through probing questioning. For example, children were encouraged to consider the actions of Oscar and Billy after listening to the story *Oscar got the Blame*. 'What did Oscar and Billy do?' and 'How do you know?' Children enjoy books and listen very attentively when a story is read to them. For example, when the teacher read the story of *Snow White and the Seven Dwarves*, the children were hanging on to her every word. They recalled the story of Rama and Sita very well and made very good progress at talking about what the characters were like. All children are on the early stages of the reading scheme. They can write their first name and a significant number can write simple sentences. They can recite the letters of the alphabet in order and are making very good progress with linking sounds to letters, naming and sounding. Most are able to match upper- and lower-case letters. There is very good progression evident from copy writing to writing and illustrating the sequence of a story.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is very good because teaching and learning are focused on developing children's skills through a practical curriculum.
- Every opportunity is taken to encourage children to record their work well.

Commentary

38. Children achieve very well and most are exceeding their Early Learning Goals by the end of the Reception year. This is because teaching and learning are very good and all children are very enthusiastic and confident. Every opportunity is taken to develop children's skills both formally and informally. The children readily recognise numerals 0 to 20 and confidently count up to 50. They are good at solving number problems and happily count in tens to 100. They understand early addition and subtraction and have learnt to sort two-dimensional shapes according to size and colour. Children's interest is sustained very well and practical activities prepare the way very well for future learning. For example, they learn to practise their use of money through purchasing vegetables from the *Reg the Veg* shop located in their outdoor area of

learning. A particular strength is the way in which children are encouraged to record their work following their practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve very well because of very good teaching.
- The quality of the curriculum is very good.
- Very good use is made of the environmental area, visits in the local area and visitors.

Commentary

39. Most children are working to a good standard and on target to meet the Early Learning Goals by the end of the Reception year. A significant number are on course to exceed these. When the children enter Reception they have very good experiences to draw upon. Teaching and learning are very good and children achieve very well. They are gaining a very good knowledge of nature and wildlife and enjoy looking for small creatures in the school grounds. In science, children learn the meaning of making a prediction and gain a good understanding of what a fair test is. Children enjoy learning about other festivals and cultures such as Diwali and the Chinese New Year. Valuable opportunities are provided for pupils to handle and explore Hindu artefacts and books. They especially enjoy using their ICT skills to dress Teddy in his Diwali outfit. Very effective use is made of the interactive whiteboard to support their learning. They are encouraged to locate key buildings such as the Church and the shops. The school makes very effective use of trips and visits to enrich the curriculum. They have enjoyed visits to the shops and have built up very good local links such as visiting Primrose café and the greengrocer's shop.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Activities are very well planned.
- Teaching is very good and the expectations of staff are high.
- Children use small tools and equipment well.

Commentary

40. Most children are on course to exceed the Early Learning Goals by the end of the Reception year. A significant minority are on course to well exceed these. Teaching and learning are very good and the children show a very good awareness of themselves, space and others. They make very good progress at creating interesting shapes at high and low levels. They really enjoy moving confidently over, under, on and through apparatus. The children really enjoy their indoor dance and physical education lessons held in the hall. They make the best possible use of the outdoor playground and grassed areas. Activities are very well planned. The teachers and support staff are excellent role models. Children use small tools and equipment well.

They enjoy using the very good range of small world resources. During the inspection they made a very good range of wheeled vehicles which they excitedly road tested in the classroom.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because they are taught very well and experience a wide range of creative activities.
- The imaginative play area is used very well to encourage children's creative response.

Commentary

41. Teaching is very good and a significant number of children are on course to meet or exceed their Early Learning Goals. There are very good daily opportunities for children to develop creativity. They have access to a very good range of materials, with many opportunities to paint self-portraits, make models or draw flowers or insects. They enjoy dressing up for their role-play activities. In music, they are making very good progress in clapping and tapping rhythms. They enjoy singing songs like *Five Currant Buns* and have a very good sense of rhythm and pitch. They are able to clap out a steady pulse on percussion instruments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards in the most recent national tests are well above national averages.
- Pupils' speaking and listening, reading and handwriting skills are very good.
- Most pupils read a wide range of good quality books.
- Teachers plan and assess pupils' written work well.
- Work set for some pupils does not match their needs well enough.
- Technical problems can affect the use of ICT resources.

Commentary

42. Standards in the most recent national tests were well above national averages and averages for similar schools at the end of Year 2 and Year 6, maintaining the high standards noted at the last inspection. Standards seen during the inspection were well above national averages in speaking and listening at the end of Year 2 and Year 6. They were well above national averages in reading and writing at the end of Year 2, well above national averages in reading, and above national averages in writing at the end of Year 6. Most pupils achieve well because teachers plan systematically using the recommended National Literacy Strategy guidelines.

43. Teaching is good overall. No unsatisfactory teaching was seen. Very good teaching of letter-sound combinations and simple caption writing was seen in the Year 1 class, where the teacher fired the pupils with passionate enthusiasm to read and correct sentences by presenting them with an appealingly confused puppet who would keep writing mixed-up captions. This was a very effective and enjoyable way of introducing them to checking their writing by reading it aloud to see if it made sense. There was a noticeably high quality of discussion in almost all lessons seen, where teachers constantly encouraged pupils to ask questions, suggest alternative approaches and give explanations of their thinking. In almost all lessons, teachers promote a high standard of writing by choosing good quality texts and authors as a central feature of lessons. Discussions with Year 6 pupils about their personal reading showed they had been influenced to read lively and challenging authors such as Philip Pullman and Jacqueline Wilson by the prominent and attractive displays of their books in their classroom. Less effective teaching was seen of poetry where the teacher set a class with a substantial proportion of high-achieving pupils a poetry task which made only modest demands on their reading and writing skills. The poems chosen as examples for the class were not of the same quality as texts chosen for lessons in other years. The use of ICT in lessons is sometimes affected by technical problems, which makes pupils' learning less effective. Often, pupils draft, check and improve their work effectively through the use of ICT, as is evident in display work and portfolios of work. Pupils make effective use of the school library to locate books related to topics they are studying. They make regular visits to the nearby public library, which is used effectively to help pupils understand how the books are organised.
44. The leadership and management of the subject are good. The newly appointed co-ordinator has built well on previous very good work on analysing the school's performance trends and developing the improved forms of assessment evident from pupils' workbooks.

Language and literacy across the curriculum

45. The strong emphasis on high-level question-and-answer discussions in lessons works well to build pupils' confidence in using formal language and extended sentences, especially teachers' focus on getting pupils to explain their reasoning. This occurred in an outstanding Year 6 science lesson, where pupils demonstrated an excellent use of scientific vocabulary. Very good practice was also evident in the same class, where there were many displays and books aimed at familiarising pupils with subject vocabulary, such as the names and definitions of geometrical shapes, and displays of mathematics dictionaries. The school has a curriculum which emphasises the use of writing skills across the curriculum. Teachers often incorporate learning from other subjects in their literacy lessons. Word-processing skills are used well to present writing in different formats and for illustration. However, the use of ICT in lessons can be affected when technical problems are experienced, making learning less effective. History provides a suitable context for descriptive writing, as pupils investigate historical objects.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The standards in mathematics throughout the school are good and very good at the end of Year 6.
- Teaching and learning are good overall, with very good teaching in some classes; this contributes to good achievement in Key Stage 2.
- Assessment is outstanding, and it is used particularly effectively to identify standards, track pupils' progress and inform planning.
- Higher attaining pupils, by the end of Year 6, are achieving very well.
- Teachers' short-term planning is very effective.
- Technical problems can affect the use of ICT resources.
- The co-ordinator has identified the need to monitor the use of ICT in mathematics lessons.

Commentary

46. Judgements are based on evidence from the work provided, from talking to pupils and from the scrutiny of displays around the school; they show pupils achieving good standards, and very good standards at the end of Year 6. In the lessons observed the overall progress of pupils, including those with special educational needs and those for whom English is an additional language, is good. Inspection evidence shows no significant differences between the attainment of boys and girls.
47. Standards in the 2003 national tests at the end of Year 6 were well above average and very high in comparison with similar schools. There is evidence of improvement over time and, given their prior attainment, achievement is good. Current standards in Year 6 are above those normally expected for their age. The standards of higher-attaining pupils in the 2003 national tests were well above those expected nationally and very high in comparison with similar schools. Unvalidated data for 2004 shows standards maintained and improving. Evidence from the inspection indicates that these pupils have good standards because of the good quality of teaching and learning, and very good leadership and management of the subject.
48. Standards in the 2003 national tests at the end of Year 2 were above average, and in comparison with similar schools, well above average. The standards of higher-attaining pupils were in line with those expected nationally and with similar schools. Unvalidated data from 2004 tests shows standards maintained and improving for higher attaining pupils; this is supported by inspection evidence.
49. In Year 6, most pupils have good recall of multiplication facts and can deal effectively with decimal numbers to two places. They use their understanding of equivalent fractions to determine the ratio of probability in a problem. They use their knowledge of geometry to identify regular and irregular quadrilaterals according to properties of sides, angles and symmetry. In a good lesson in Year 5, pupils recognise positions and understand co-ordinates, using x and y-axes accurately.
50. In Year 2, pupils can use number facts to ten reliably and are familiar with numbers to 100 and the relevance of place value. They are able to transfer their learning on two-dimensional shapes and apply this knowledge in assessing the properties of three-dimensional shapes. Pupils' attitudes are positive and teachers set good

expectations of behaviour. Pupils sustain interest in their work and enjoy the challenge of activities.

51. Teaching and learning are good overall, with some very good teaching. This is characterised by questioning based on good subject knowledge so lessons develop logically and at pace. For instance, in a very good lesson in Year 6, good learning resulted from very effective explanations and very well planned activities. Also, in a good lesson in the Year 1 and 2 class, the strength in teaching was the very good match of work to ability, including the higher achievers and those with special educational needs and English as an additional language. Pupils investigate place value and the ordering of numbers using a variety of approaches; as a result, learning is good.
52. Pupils are gaining good numeracy skills as teachers understand the importance of ready recall of number facts; this has successfully built on a minor issue from the previous inspection. The quality of assessment is outstanding, because it is used extremely well to assess standards and track progress. In particular, assessments are used to inform teaching so teachers make excellent use of this information in planning lessons. Targets are identified and made clear to pupils and parents; and are reviewed regularly. The use of ICT resources is carefully planned for in lessons; however, learning slows when technical problems are experienced with the computers. Provision of homework is good, offering reinforcement and extension to the week's work, particularly for the older pupils.
53. Leadership is very good; the co-ordinator is enthusiastic and has a clear idea of priorities for development. She is a very good role model for staff. Documentation is up-to-date and agreed approaches are very clear to all. The co-ordinator monitors and evaluates teaching by looking at planning and sampling work. She has identified the need to extend her role of monitoring teaching and the use of ICT resources throughout the school.
54. Progress since the last inspection is good; the school is making excellent use of assessment and standards, particularly for higher attaining pupils, have improved.

Mathematics across the curriculum

55. Improvement in the curriculum has promoted more opportunities for using and applying mathematics in learning through cross-curricular links but there is scope for this to continue. The pupils' skills in mathematics are used well in other subjects of the curriculum and this helps reinforce their understanding of mathematical concepts, by using them in practical and relevant ways. Links with ICT are in place; however, technical problems with computers can sometimes affect the use of ICT in lessons.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average in science by Year 6.
- Investigative skills are developing well.

- Teaching and achievement are good.
- The quality of the curriculum is good.
- Assessment is used very well to support pupils' learning.
- There is very good use of ICT skills for research in science in Years 1, 5 and 6.
- Science is well led.

Commentary

56. Standards in the most recent national tests were well above average and very high in comparison with similar schools. At the time of the inspection, standards were above expectations by Year 2 and well above by Year 6. This is an improvement on the previous inspection by Year 6, when standards were found to be above average. The quality of assessment has also improved and is now very good. Assessment is used very well to monitor pupils' progress, and skills and knowledge are built on well throughout the school. Achievement in science is good for all pupils, including those with special educational needs and English as an additional language. Work is matched well to ability and staff support pupils well in their learning. The higher-achieving pupils are challenged well in their learning. The quality of the curriculum has also improved and is now good. In addition, there has been more emphasis placed on investigative work.
57. Examination of pupils' work and discussions with them show that investigative skills are developing well. Pupils throughout the school are developing a good understanding of fair testing. For example, Year 1 pupils used well-designed investigation framework sheets to enable them to sketch and record where the light sources are. They used the ICT suite well to help them to investigate sources of light.
58. The quality of teaching is good overall throughout the school. A Year 5 teacher encouraged pupils to make very good use of their independent research skills and ICT skills as they participated in a young scientist scavenger hunt. They were highly motivated and enjoyed using the library and the website search engine to research information about famous scientists such as Edward Jenner, Alexander Fleming, Joseph Lister and Robert Koch. Pupils showed a very good eye for detail and used ICT very well to support their learning. Their progress was monitored very well by the teacher and learning support assistant.
59. The quality of the curriculum and the planning is good and there is good development of pupils' investigative work throughout the school. The subject co-ordinator is providing good, clear, educational direction for work in this subject. Effective use is made of ICT to support pupils in their learning. With very good systems in place to monitor and improve the provision, the school has a good capacity to improve further. There has been very good improvement in monitoring progress since the previous inspection. The current focus is to make increased use of ICT to monitor pupils' progress and to review the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has a good range of computers and other hardware but these are not used as well as they might be, because of technical and networking problems with computers.
- Some good use is made of ICT in other subjects of the curriculum; this is not yet consistent across all classes.

Commentary

60. Standards in the Foundation Stage are good, and are satisfactory in the rest of the school. Recent changes of personnel and equipment have placed pressures on this subject and this has had a negative impact. The school is aware of its future needs and is well placed to re-establish the profile of this subject.
61. Overall, teaching and learning at the end of Year 2 and at the end of Year 6 are satisfactory. There is good teaching in the Foundation Stage and in some classes. For instance, in Year 6, pupils email children at a local school as part of their involvement in the Avon Gorge Project. In Year 5, pupils look at the school's website and use this as a basis for designing their own web pages. In Year 1, pupils searching the ICT suite for light sources are able to talk about their experience of ICT in school. Teaching is satisfactory overall. Sometimes, teachers experience technical or networking problems with computers in lessons and when this occurs, learning is affected.
62. Special educational needs pupils make use of technology. For instance, a partially sighted child follows a touch-typing programme and new software has been purchased to better support learning. Older pupils visit a local secondary school to support learning skills in control. This aspect of ICT is currently being developed within school. The school has comprehensive schemes of work and good planning available.
63. A good decision has been made to not only have a well-equipped suite of ten computers, but also a trolley containing 16 laptops. This has ensured that pupils are having a variety of experiences in the subject. For example, the suite was used regularly in the mornings for work to support numeracy in Year 6, and then timetabled for other classes. The laptops were used regularly during the inspection. As well as this, digital cameras are used by teachers and pupils to illustrate their work.
64. The school has produced an effective website which enhances communications with parents and the community. Leadership and management are aware of the priorities for re-establishing the strength in ICT by improving the effectiveness with which ICT resources are used, and developing training so that staff are more confident with new software.

Information and communication technology across the curriculum

65. ICT has some positive links across the curriculum, mainly with English, mathematics, art and humanities. Teachers use these ICT skills to enhance learning in those subjects. For example, older pupils produced well-presented poems, combining text

and graphics. The Internet is also used well and was observed during the inspection being used to carry out some research in history.

66. Younger children use the Internet well to access a website that allows them to learn about Diwali, and with a teaching assistant they use the interactive whiteboard, learning of direction as they manoeuvre a car around a street plan.
67. Improvement since the last inspection is satisfactory. Standards remain good for the higher-achieving pupils, and are satisfactory overall. This is mainly due to the technical difficulties currently being experienced.

HUMANITIES

68. In humanities, work was sampled in **geography** and **history**. **Religious education** was inspected in full and is reported on below.
69. In **geography**, little work has been done this term as it is not the subject focus, so the evidence in pupils' books was limited in most classes. However, in Year 5, pupils were studying the impact of extreme weather conditions on the environment. They are aware that the flash floods in Boscastle this summer were caused by a combination of the terrain, waterlogged land and heavy rainfall. They study maps, weather reports and photographs, which results in good links with English as groups prepare news reports.
70. In **history**, all the Key Stage 2 classes have studied Ancient Egypt, which included a visit to the Bristol Museum. In Year 6, pupils are aware that evidence about Ancient Egypt will come from sources such as hieroglyphs, wall paintings and artefacts. In Year 4, pupils know about the farming year and the importance of flooding from the Nile. Whilst in Year 3, pupils have studied a scarab pendant artefact, becoming aware of its design and religious importance.
71. The humanities curriculum follows a long-term plan, which is well planned by teachers. Work is matched well to pupils' abilities, including the higher-achieving pupils, and those with special educational needs and English as an additional language. For example, when pupils write factual accounts in their own words about what they have learned, this promotes their skills in writing and contributes well to their learning in history.
72. The new co-ordinator has established quickly a clear and comprehensive subject action plan that seeks to harmonise geography and history planning and raise the profile of geography, as well as develop ICT resources and international links. Good use is made of educational visits, which often foster cross-curricular links with science, ICT and art and design. For instance, the Year 6 pupils are working on the Avon Gorge Project with another local school and local experts; they will be contributing work for presentation. The school, encouraged by governors, has placed voluntary history projects on the school's website. The lack of formal and informal assessments in this area means that pupils' previous and current learning cannot be tracked and built upon in a systematic way.

RELIGIOUS EDUCATION

Provision for religious education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Lessons are effective in promoting positive attitudes towards other religions.
- The school uses links with the church and other places of worship well.
- The leadership and management of the subject are very good.

Commentary

73. Standards at Year 2 meet the expectations of the Locally Agreed Syllabus. They exceed expectations by Year 6. Pupils of all abilities and backgrounds make good progress and good standards have been maintained since the time of the last inspection by Year 6. Pupils at the end of Year 2 and Year 6 know key stories and events from the Christian Bible, and key beliefs and practices of Islam, Hinduism, Judaism and the other main minority religions in England. They relate what they learn to their own feelings and to people and things that they value in their own lives. They visit local places of worship where they learn about the symbolism and use of objects such as the font in a church and the ark in a synagogue. By the end of Year 6, they show insight into the ways in which art has been used to foster awe and spirituality in churches and other places of worship, and they express their own religious perceptions and insights sensitively.
74. Teaching and learning are good overall. The most effective teaching uses challenging extracts from the scriptures, images and personal histories to build pupils' insight and understanding. Good discussion was seen in a Year 6 lesson developing from the pupils' comparison of the Nativity as described in two of the gospels. Pupils pinpointed some key differences and made astute comments about what each account stressed about the nature of the angel's revelation and Mary's response to it. The pupils' workbooks showed that good use had been made of an ICT-based exercise where, after studying the features of stained-glass windows in churches, the pupils had used a paint program to design their own stained-glass window. The printed images showed clearly that the pupils had aimed to produce designs which promoted spirituality. Teachers mark pupils' work regularly. The comments seen in Year 6 pupils' books help guide them to further questions and insights.
75. The leadership and management of the subject are very good. The very well qualified and strongly committed co-ordinator works well with a very knowledgeable link governor to develop and review the subject. They have a very good vision of how the subject should build and enrich pupils' experience. Their recent focus has been on resourcing and helping teachers to use the new local authority curriculum and they have a good understanding of how to develop links with the church and other religions, and places of worship. Pupils use their independent learning skills well in the junior phase to research information about religious festivals such as Diwali and effective use is made of ICT to research other faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. All these subjects were sampled, so no firm judgements about provision can be made.

77. It is evident from teachers' planning, the prospectus and discussions with pupils that work planned in **art and design** is good, varied and interesting. This is a similar picture to that at the time of the last inspection. The curriculum is good overall. It is broad, balanced, relevant and rich. It is further enriched by experiences such as working with artists in residence or working on special themes, for example, the good range of diva lamps and brightly coloured rangoli patterns produced for Diwali. The subject makes a very effective contribution to the pupils' spiritual, moral, social and cultural development. Pupils thoroughly enjoy these experiences. There is good use made of ICT to support pupils' learning and older pupils enjoy painting in the style of Van Gogh. Year 6 pupils have produced very good observational pictures of fuchsias using three different colours and a good range of stained-glass windows and icons. Year 1 and 2 pupils have produced a good range of models, pictures and repeating patterns using two-dimensional and three-dimensional shapes. Year 2 pupils have also used pastels, chalk and charcoal effectively in good quality pictures and drawings of different well-known buildings in Clifton.
78. Standards are above expectations for pupils in Year 2 and Year 6. Pupils, including those with special educational needs and English as an additional language, achieve well according to work examined. The co-ordinator is providing good clear educational direction for the subject and the school has developed good cross-curricular links. This is a good improvement on the previous inspection. However, there are only informal procedures in assessment in place.
79. In **music**, pupils were observed in a good Year 5 lesson practising, refining and performing an African song entitled *Dequ*. Their good quality singing and clear diction were evident in their final class performance of the song. There was a good pace to the teaching and high expectations of behaviour. All pupils achieved well, including those with special educational needs and English as an additional language. Year 6 pupils achieve good standards in their composition work and singing and demonstrate a competent understanding of rhythm and pitch. Good cross-curricular links are evident and pupils enjoy learning songs which reflect their different backgrounds and cultures.
80. In addition, the whole school was heard singing enthusiastically in assemblies. They sang *Good News, Bad News* with full awareness of breathing, diction and dynamics. The standard of singing is good throughout the school. The quality of the curriculum is good and the subject makes a very effective contribution to pupils' spiritual, moral, social and cultural development. There has been good improvement since the previous inspection in composition work and the new music scheme enables the teachers to be more confident in teaching the subject.
81. Concerts and performances also make a valuable contribution to pupils' overall musical experience. Pupils enjoy singing in the school choir and performing for others. Pupils learn the recorder in Year 3 and have the valuable opportunity to learn the violin, viola, cello and guitar in the junior phase.
82. The subject leader provides good, clear, educational direction for the subject. Her enthusiasm for music is contagious and pupils respond positively to this. Pupils especially enjoyed learning about South American music during South American week.

Assessment procedures are satisfactory in this subject; however, the school has identified the need to develop formal procedures.

83. It was not possible to observe any **design and technology** lessons during the inspection, and there were very few examples of pupils' work available for analysis. Discussions with pupils indicated that they enjoy being involved in the designing and making process; for example, creating slippers in the upper junior phase. Curriculum plans show that the National Curriculum requirements are met through a variety of projects, many of which are linked to other subject studies. The quality of assessment is satisfactory; however, the school has identified the need to develop more formal assessment and recordkeeping procedures in this subject. Current recording and assessment methods are inconsistent and make it difficult for teachers to monitor how well pupils are doing throughout the school.
84. Only two lessons were seen in **physical education**; however, the evidence indicates that provision is good. In addition to observing lessons, extra-curricular activities were seen, records scrutinised and discussions held with staff.
85. Standards seen in the Year 1 and 2 lessons observed were above national expectations for their age group. Pupils, including the highest-ability pupils and those with special educational needs, achieved very well in a Year 2 dance lesson observed, taught by a visiting dance specialist. They made very good progress in practising and refining their performance. Year 1 pupils made good progress in a gymnastics lesson in throwing and catching quoits, using some new methods, and could comment on the strengths of their performances.
86. Overall, the teaching and learning seen in the lessons were good. Very good teaching in the Year 2 dance lesson was evident in the way the specialist teacher and the class teacher worked together to demonstrate the movements and encourage the pupils to be imaginative in creating a whole-class chimney sweep dance. There was good teaching based on very good planning in the Year 1 lesson, with good reminders about safety rules and clear directions given for warming up, and then developing new catching skills. In both lessons, the teachers started with good warm-up routines which motivated the pupils well, and they used praise well to encourage further efforts.
87. Evidence from documentation and discussions shows the subject has been led and managed effectively. Partnership with a neighbouring secondary specialist sports college in the previous school year enabled the then co-ordinator to lead the adoption of improved teaching plans and assessment systems, to observe colleagues' teaching and offer training, to introduce new provision for talented and particularly committed pupils through master classes in the partner school, and through developing the school's range of involvement in local competitions. Very good sporting links have been developed with the local specialist Sports College. Teachers are not yet using ICT enough to enhance physical education, teaching and learning, for example, through using digital cameras to capture and replay pupils' performances on a regular basis.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHCE) is **very good**.

Main strengths and weaknesses

- Provision is planned very well into the curriculum.
- Cross-curricular links are clearly identified and developed well.

Commentary

88. The arrangements for PSHCE, including drugs education, are very good. Pupils' citizenship skills are developed very well through circle time⁴, religious education, music and science. This area contributes very well to pupils' spiritual, moral, social and cultural development. The school sees pupils' personal development as an important part of its work. There is a successful school council in place, which meets regularly. The teaching of democracy is very effective throughout the school. Pupils have many valuable opportunities to express their views. The arrangements for health education are very good. Pupils learn about the importance of a healthy diet in science. They are also learning how to develop a healthy and safe lifestyle. They interact very well with others and are very confident in expressing their views.
89. The very caring school ethos supports pupils' personal development and circle time provides valuable opportunities to share feelings and to discuss a wide range of topics. These sessions are very effective in building the pupils' confidence and enable them to share their feelings with others. As pupils get older, they are given increasing responsibility, preparing them well for the next stage of their education.

⁴ During circle time, children sit in a circle and discuss personal feelings and thoughts.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
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	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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