

INSPECTION REPORT

PARSON STREET PRIMARY SCHOOL

Bedminster

LEA area: Bristol

Unique reference number: 108951

Headteacher: Mr Mark Lacey

Lead inspector: Malcolm Weaver

Dates of inspection: 11 – 14 October 2004

Inspection number: 267480

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	442
School address:	Bedminster Road Bedminster Bristol
Postcode:	BS3 5NR
Telephone number:	0117 903 0226
Fax number:	0117 903 0230
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Robin Clapp
Date of previous inspection:	12 July 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in Bedminster in South Bristol, in a below average socio-economic area with the attainment of children on entry to school being below average. The school has 442 pupils on roll with slightly more girls than boys, including 51 children attending the nursery and reception classes part time and full time, the majority of children having received some pre-school experience. Most pupils are of white British origin; the remaining pupils are from eight other ethnic origins. Nine pupils speak English as an additional language, the majority receiving funded support or being at an early stage of speaking English. Sixty-six pupils have special educational needs, which is broadly average, with the majority having moderate learning difficulties. Five pupils have a Statement of Special Educational Need, and this proportion is also broadly average. The number of pupils eligible for free school meals is above average. The number joining the school after the normal starting age and leaving before the end of Year 6 is low. The school receives support for raising the attainment of lower-ability pupils and improving pupils' behaviour and attendance from the Excellence in Cities funding. The school was awarded 'Investors in People', and 'Healthy Schools' awards in 2002. Close links are held with local secondary schools, the University of West of England and Bath Spa University. Links are also established with several schools in Europe in connection with the Comenius Project for

developing democracy in schools. The headteacher and deputy have been in their management posts for less than six months.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9352	Malcolm Weaver	Lead inspector	Pupils' personal, social and health education
31754	Charlotte Roberson	Lay inspector	
22434	Sandra Bradshaw	Team inspector	Science Information and communication technology Art and design History Physical education
20326	Peter Clark	Team inspector	The Foundation Stage curriculum Mathematics Design and technology Special educational needs
23977	Anna Smith	Team inspector	English English as an additional language Geography Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides an **acceptable** standard of education, but nevertheless has **serious weaknesses**. Standards remain below average in many subjects. Leadership by the headteacher is satisfactory, but weaknesses in the management and governance of the school do not ensure that standards are driven up. Although much of the teaching is broadly satisfactory, too many lessons are unsatisfactory. Pupils' achievement is unsatisfactory overall. As a result the school gives unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science and information and communication technology (ICT) are below average in Year 6 and too many pupils are underachieving, particularly the more able.
- Despite some good and very good teaching, too many lessons are unsatisfactory.
- Provision for pupils with special educational needs is good.
- Leadership in the Foundation Stage is unsatisfactory.
- Arrangements for pupils' welfare, health and safety are good.
- Governors are committed and very supportive, but are not sufficiently aware of the school's weaknesses.
- Management systems for self-evaluation, identifying pupils' attainments, and the use of information gained throughout the school do not ensure that standards rise.
- Links with parents, the community and other schools are good.
- Pupils' attendance is unsatisfactory.

The school has made poor progress since the time of the last inspection. Standards have fallen, particularly in English, mathematics and science. Teaching has declined and the use of assessment is now unsatisfactory. Leadership and management have declined from when it was very good; leadership by the recently appointed headteacher is satisfactory, but management is unsatisfactory because systems are not yet firmly embedded to ensure that the monitoring of pupils' progress is effective. Teachers' subject knowledge and confidence in teaching religious education is now satisfactory. Insufficient opportunity was available to determine the progress made in music.

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	D	E	E
Mathematics	E	D	E	E*
Science	C	D	E	E

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

E* - very low. Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is **unsatisfactory** overall. Children in the Foundation Stage achieve satisfactorily, but most will not attain the Early Learning Goals by the end of reception. Current standards in Year 2 are below average in reading, writing and mathematics, but average in science and ICT. Standards in Year 6 are below average in English, mathematics, science and ICT. However, pupils' achievement is unsatisfactory overall as too few pupils attain the higher levels in Years 2

and 6. Insufficient action has been taken to remedy this underachievement, as assessment systems for tracking pupils' attainment are unsatisfactory. Standards in history and religious education are average in Years 2 and 6, but firm judgements were not possible in art and design, design and technology, geography, music and physical education because they were not a focus of the inspection. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **satisfactory** overall. Pupils' spiritual, moral and social development is satisfactory but their cultural development is good. Pupils' attitudes and behaviour are satisfactory. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is **broadly acceptable**. The quality of teaching is **satisfactory** overall. Children in the Foundation Stage make a generally satisfactory start to their education, which is built on well by the teaching in Year 1, which is satisfactory overall and at times good. However, pupils' learning overall is not systematically developed because the assessment of their learning does not ensure that work is sufficiently well matched to pupils' abilities. This results in pupils, particularly the more able, not making the progress of which they are capable. This is in contrast to the satisfactory achievement during the last year in Year 6. Although teaching is broadly satisfactory, the quality of teaching is better in Years 1, 2 and 6. Insufficient progress in the years in between means that pupils are not able to achieve average standards, and the effectiveness of the better teaching is diluted by the inconsistent challenge, and too much unsatisfactory teaching in Year 4. The school provides a satisfactory range of learning opportunities that are enhanced well by a wide range of visits to places of interest and by visitors to school. Insufficient use is made of ICT in all classes. Provision for pupils' care, welfare, health and safety is good. Links with parents, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership is **satisfactory** overall. The current headteacher provides satisfactory leadership but has not yet ensured that the strategies to improve the key issues in managing pupils' learning are rigorously addressed. School improvement planning is comprehensive but too extensive, with unrealistic expectations for the current academic year. The leadership of most key members of staff is satisfactory, but there is no designated leader for the Foundation Stage. School self-evaluation does not accurately identify key weaknesses. The role of governors is **unsatisfactory** as they are insufficiently aware of these weaknesses. There is a satisfactory racial equality policy and statutory requirements are met, although annual reports on pupils' progress are inconsistent. Leadership and management for pupils with special educational needs and the support they receive are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school, with no serious concern raised over any aspect of the school's provision. Pupils enjoy school.

IMPROVEMENTS NEEDED

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

- Improve achievement and raise standards in all year groups, particularly in English, mathematics, science and ICT.
- Eliminate all unsatisfactory teaching.

- Further develop and consistently apply an effective assessment system and ensure that all pupils receive work that is well matched to their abilities.
- Ensure effective leadership and management in the Foundation Stage.
- Ensure that all self-evaluation is accurate and takes full account of the principles of best value.
- Involve governors more effectively in setting clear and achievable targets for the school, and ensure that they are fully aware of the school's weaknesses.
- Further improve pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **unsatisfactory** overall. Pupils' achievement in the nursery and reception is satisfactory. Standards are below average in Years 2 and 6 and pupils' achievement is unsatisfactory overall, because the more-able pupils and some average ability pupils do not achieve to their potential.

Main strengths and weaknesses

- Standards are below average in English, mathematics, science and ICT.
 - Assessment information is unsatisfactory and work is not well matched to pupils' abilities.
 - Pupils in Years 1 to 6 do not achieve well enough.
1. Children enter the nursery with standards that are below expectation and make acceptable progress, but by the time they enter the reception classes most still have below average literacy and social skills, with very basic speaking skills, and this adversely affects their learning. Their attainment, however, is likely to remain below national standards by the time they enter Year 1 in all areas of learning except for their personal, social and emotional development and physical development, which are likely to be average.

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

Standards in:	School results	National results
Reading	15.7(15.0)	15.7 (15.8)
Writing	14.5 (14.3)	14.6 (14.4)
Mathematics	17.1 (15.2)	16.3 (16.5)

There were 57 pupils in the year group. Figures in brackets are for the previous year.

2. The results of the national tests for Year 2 in 2003 were average in reading and writing but above average in mathematics. This showed an improvement in reading and mathematics over the previous year. Early indications of the results from the 2004 national tests show that standards have fallen to well below average in reading, writing and mathematics when compared to national results overall and similar schools. This demonstrates unsatisfactory achievement in reading and writing at the expected level, where standards are well below average and mathematics is below average. When compared to similar schools, pupils' attainment at the expected level is well below average in reading and below average in writing.
3. Inspection findings show that the standards in Year 2 remain below average in English and mathematics. Standards in science have improved, however, and are now average. Despite an improved focus on writing and mathematics to raise standards across the school, the lack of rigour in remedying the causes of underachievement has resulted in standards which continue to be lower than those found in similar schools. This is because the more-able pupils, and some average ability pupils, are not being sufficiently challenged. The key issue from the previous inspection to ensure a consistent quality of

assessment has not been tackled effectively. Although teachers set targets for pupils to achieve by the end of the academic year, pupils' progress has not been monitored throughout the year to ensure that they remain on target. This has resulted in underachievement during the last year, with many pupils falling below the targets set for them. Standards in ICT and religious education are average.

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

Standards in:	School results	National results
English	25.1 (26.0)	26.8 (27.0)
Mathematics	24.2 (26.2)	26.8 (26.7)
Science	26.9 (27.5)	28.6 (28.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year.

4. The results for Year 6 pupils in 2003 were well below average in English, mathematics and science, indicating a fall in the standards attained in 2002. Although the school improvement trend in Year 2 was broadly in line with the national trend, Year 6 pupils' rate of improvement has remained below the national trend over the last five years. When compared to similar schools, their attainment was below average in English and science and well below average in mathematics. When compared to the standards they achieved when they were in Year 2, their progress was poor. Early indications of the national results in 2004 show that standards remained well below average in English, mathematics and science, but improvement was noted in each of the three subjects when compared to similar schools, indicating that pupils achieved satisfactory 'added value' when compared to their prior attainment in Year 2.
5. Inspection findings show that standards remain below average in English, mathematics and science because work is insufficiently challenging, particularly for more-able pupils and that earlier learning has not been effectively built upon. The school's focus on raising standards in pupils' speaking and listening has been effective, with standards now broadly average because of the many opportunities that pupils have to develop their speaking skills. The focus on writing and mathematics has not yet had sufficient impact, however, and standards remain below average, primarily because there is a lack of consistency across the school in expectations and in understanding of the National Curriculum levels. Standards in ICT are below average at Year 6, because pupils are not given sufficient time or opportunities to develop their basic skills. Standards in religious education are now average because teachers' confidence and subject knowledge have improved since the time of the last inspection.
6. The school has identified that much underachievement was evident during the last year because of lack of rigour in assessing pupils' attainment, and failure to use the information effectively to set realistic targets throughout the school year. The school has begun to rectify this concern by introducing termly reviews and monitoring pupils' achievement more closely, but the impact of this has yet to be seen.
7. Pupils with special educational needs regularly meet their targets because of the sound planning and good support in lessons and the appropriate feedback they receive about their learning. Pupils for whom English is an additional language and pupils with special

educational needs achieve satisfactorily with effective support obtained from external specialists for these pupils.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour are **satisfactory**. Their spiritual, moral, social and cultural development is **satisfactory** overall; pupils' cultural development is good. Attendance is **unsatisfactory**.

Main strengths and weaknesses

- Children's attitudes and behaviour in the Foundation Stage are good.
- Effective planning for pupils' cultural development ensures that pupils have a growing understanding and awareness of other cultures.
- When given opportunities, older pupils demonstrate thoughtful and respectful attitudes.
- A minority of pupils, particularly in one class, misbehave and do not respond to instructions.
- Despite the school's efforts, too many parents remove their children from school during the term time.

Commentary

8. Children in the Foundation Stage settle to work quickly and readily clear away at the end of lessons when required. They understand the routines and expectations well and develop good attitudes and behaviour towards one another and to staff. The effective support they receive enables them to develop their social, emotional and behavioural skills well.
9. The school provides well for pupils' cultural development. Effective planning ensures that pupils' awareness of their own and other cultures is developed well in subjects such as art and design, music and religious education. Visits to local places of interest such as a mosque, together with visitors to the school from different faiths and backgrounds, contribute much to pupils' awareness and appreciation of other cultures and their different traditions. Good links and pen-pal friendships have been developed with children in several schools in Europe, in connection with the Comenius Project to develop democracy in schools. Acts of collective worship further support pupils' awareness of some of the cultures represented in school, whilst assemblies led by the headteacher and local clergy make a positive contribution to pupils' spiritual development.
10. Pupils' attitudes and behaviour have declined since the time of the last inspection and are now only satisfactory. Despite this, older pupils develop mostly positive attitudes and fulfil roles of responsibility given to them with commitment. Pupils in Years 3 to 6 responded positively to the election of school council members, who in turn presented well-considered reasons for their own election. Pupils talk positively about the school and show much enjoyment in the after-school clubs that are organised for them. It was evident during the inspection that a large number of pupils enjoy the after-school football training session led by the caretaker, and maturely and diligently practise the activities given them. Pupils feel safe in school and demonstrate growing confidence as they talk at length about their involvement in charitable fundraising for those less fortunate than themselves. The school's aims and values systems ensure that pupils who have special educational needs

and those for whom English is an additional language are respected and supported by the whole community and, as a result, they are able to feel secure in their development.

11. Pupils are fully aware that the behaviour of a minority of pupils is unsatisfactory, but many mention that the school is a calmer place than during the last school year. Inappropriate behaviour and bullying is dealt with quickly and sensitively overall, and it is evident that there is racial harmony amongst the pupils. Although pupils' moral and social development is satisfactory, a small number of lessons were seen where pupils' standards of behaviour were unacceptable because teaching was unsatisfactory; on these occasions, pupils failed to listen respectfully, did not co-operate or show interest in their work and shouted over the teacher's instructions. Time was wasted and most pupils failed to make satisfactory progress in their learning.
12. Although attendance has improved since the time of the last inspection it remains below the national median and the Bristol average, because too many parents take their children out of school in term time. The current headteacher has introduced firmer initiatives to promote improved attendance and has recently reviewed and clarified the school's policy and procedures. This work is supported well by the close links that have been established with the school welfare officer. The recording and monitoring of attendance are both very good and these more rigorous actions are beginning to show some positive improvements, resulting in a lower than average percentage of unauthorised absences. The support of all parents is now being actively sought in reducing the number of holidays taken in term time. Most pupils arrive at school punctually.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	7.7
National data:	5.4

Unauthorised absence	
School data :	0.1
National data:	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African

No of pupils on roll
442
4
7
2
5
1
11
1
6

Number of fixed period exclusions	Number of permanent exclusions
9	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

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

13. The school takes seriously the inappropriate behaviour of a small number of pupils and has satisfactory procedures in place to deal with any unacceptable behaviour.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is broadly **acceptable**. Teaching is **satisfactory** overall. The school provides a **satisfactory** curriculum that is enriched **well** by a wide range of extra-curricular activities. Provision for pupils with special educational needs is **good**. The school's care for pupils' welfare, health and safety, and links with parents are **good**.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall, with some good examples of good and very good teaching seen during the inspection. Assessment is **unsatisfactory**.

Main strengths and weaknesses

- There is some good teaching in Years 1, 2 and 6, but too many lessons are unsatisfactory, particularly in Year 4.
- Learning support assistants provide good support in lessons, particularly for pupils with special educational needs.
- Teaching has improved in religious education.
- The assessment of pupils' work is unsatisfactory and the information gained is not used consistently to drive up standards.

Commentary

14. Good teaching was seen in some classes in Years 1, 2 and 6, but the quality of teaching is only broadly acceptable overall, because there are too many unsatisfactory lessons in some classes across several age groups. This represents a decline in the quality of teaching since the previous inspection, when teaching was good. It is less effective in meeting the needs of the more-able pupils, and the proportion of unsatisfactory teaching has increased. Insufficient improvement is evident in English, mathematics and science, where standards remain below average because work is not well matched to pupils' individual abilities. Standards in ICT in Years 3 to 6 have fallen over the last year because of insufficient planning and too little well-focused teaching. Overall pupils' achievement is slightly better than last year but there is still too much underachievement across all year groups. The proportion of unsatisfactory teaching has an adverse impact on pupils' learning, particularly in a Year 4 class, where most of the lessons seen were unsatisfactory because of the ineffective management of pupils' behaviour. Teaching is largely satisfactory in Years 3 to 5, with better quality teaching evident in Year 6, where the teacher maintained good pace and realistically high expectations for the pupils. Although teaching in Year 1 and 2 is satisfactory and sometimes good or very good, with enthusiastic and well-planned teaching methods, too low an expectation in some classes leads to pupils' making slower than expected progress. Teaching in the Foundation Stage is generally satisfactory. It is better in the reception classes than in the nursery; one nursery lesson was unsatisfactory because most children did not develop their knowledge or skills sufficiently and made insufficient progress.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (4%)	16 (31%)	28 (55%)	5 (10%)	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.

15. The quality of teaching and learning in religious education is now satisfactory. This is an improvement since the time of the last inspection when teachers' subject knowledge and confidence led to below average standards.
16. The provision for pupils who have special educational needs is good. The special educational needs co-ordinator is effective in regularly reviewing pupils' individual education plans, and ensures that specifically targeted activities are clearly identified to support pupils' achievement. The methods and support needed are well planned, with good support given by the conscientious and competent classroom learning support assistants. All pupils are provided with a broad curriculum, and teachers plan to ensure that pupils are able to work at their own level in most lessons.
17. The quality, rigor and effectiveness of assessment are unsatisfactory. Teachers have set annual targets for pupils to achieve but, as there has been no effective monitoring of pupils' achievement, the teachers have not ensured that pupils are making the progress expected. As a result, underachievement was particularly evident during 2003/04. Although the school has recently identified this concern, insufficient action has been taken to review why pupils are not achieving the original targets. This is unsatisfactory and has not led to improved teaching to drive up standards. Similarly, because of the lack of knowledge of pupils' achievement during the year, teachers have not raised their expectations and work has not been matched to meet pupils' individual needs. This has resulted in too many pupils, particularly the more able, not achieving as well as they might.

The curriculum

The quality of the curriculum throughout the school is satisfactory. Opportunities for enrichment are good. There is a good range of extra-curricular activities.

Main strengths and weaknesses

- Curriculum entitlement for all children in the nursery is sometimes compromised.
- Opportunities to develop pupils' skills in speaking and listening are generally good.
- Provision for pupils with special educational needs is good.
- Underachievement by significant groups of pupils fails to prepare them sufficiently for their next stage of learning.
- The good range of extra-curricular activities enhances pupils' experiences well.
- The accommodation is well maintained.

Commentary

18. The curriculum for children in the Foundation Stage lacks a cohesive and sufficiently well planned link between the nursery and reception classes. At present, both are planned in relative isolation in terms of the topics provided and the approach taken by the different

staff, with too little integration between the classes. A large number of children attend the nursery on a full-time basis, in addition to those who attend part time. Because of the lack of well-focused planning, some activities are repeated, but without sufficient challenge to meet individual children's needs. This reflects observations at the time of the last inspection when assessment of children's individual achievement was sometimes more focused on their enjoyment rather than their learning.

19. The school is socially inclusive and provides a relevant, broad and balanced curriculum that meets all statutory requirements. The school's strategy for teaching literacy has been satisfactorily implemented across the school and, in lessons observed, good opportunities for speaking and listening successfully enhanced pupils' interest and involvement. In the majority of lessons, pupils listened sensitively to each other's contribution without interruption.
20. The provision for pupils with special educational needs is good. Individual education plans are regularly reviewed, having specifically targeted activities that help pupils to achieve. The methods and support needed to meet targets are clearly identified. All pupils are provided with a broad curriculum and teachers plan to ensure that pupils are able to work at their own level in most lessons.
21. Analysis of pupils' achievements over time in school clearly indicates large pockets of underachievement during the last academic year. Targets set have either not been achieved or, in many instances, have been reduced below the school's own planned learning, resulting in some pupils making too little progress. This has resulted in pupils being insufficiently prepared for the next stage of their education as they move through the school and when they leave for secondary education. This is unsatisfactory. The school is effective in providing work for slower learners, but it is not giving the same level of attention to ensuring that planning, provision and resources drive forward achievement of more-able pupils at a consistent pace in all subjects. Because of this inconsistency, the opportunity provided for pupils of all abilities is unsatisfactory.
22. The school provides a good range of opportunities to enhance pupils' experiences in a wide curriculum, with a good range of well-planned trips successfully linking topics taught in class to first-hand experience. Pupils in Year 6 told inspectors of their enjoyment of these visits. Frequent visitors into school, including links with local churches and the local community, also positively enhance the curriculum. Currently, pupils can take part in after-school clubs that include: drama, swimming, chess, mathematics, a recently introduced Latin club for pupils in Years 3 to 6, and a good range of sports coaching activities that include netball and football training undertaken by an enthusiastic and well-trained caretaker. All of these activities suitably enhance pupils' personal and social development.
23. The school accommodation is very well maintained by the conscientious caretaker and his staff who ensure high levels of cleanliness throughout the building. A range of pupils' work undertaken in design and technology lessons is tastefully displayed in the school's entrance area to good effect. The use of an on-site swimming pool provides good opportunities for pupils from Reception to Year 6, and teaching and support are of good quality. Overall, the accommodation and resources are satisfactory, although the school rightly has continuing concerns over the fumes from passing traffic, the inability to gain fresh air into classrooms adjacent to the road due to high noise levels of passing traffic, and the high levels of heat generated in the small computer room. Limitations are also

clearly evident in the difficulty children have in moving between the separate nursery and reception buildings. The grounds are sufficiently large to enable pupils to enjoy their playtimes. The school has developed the site well, with trees and shrubs softening the walled areas, an environmental area and seating in both large and small playgrounds. Staff in classrooms do their best to limit the interference in activities in the centrally located hall, but classes of pupils regularly cross the hall to reach the computer room. The school is in the early stages of pursuing an essential rebuilding programme to address some of the concerns.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is good. The guidance and support based on monitoring is unsatisfactory. Pupils' involvement in the school's development is satisfactory.

Main strengths and weaknesses

- This is a caring school that encourages the views of its pupils.
- Weaknesses in the assessment arrangements do not ensure that pupils make enough progress in their educational well being.
- Provision for pupils with special educational needs and those with behavioural difficulties is good.

Commentary

24. The school's reputation for being a caring and friendly community is supported by inspectors. The new headteacher has reviewed many policies to ensure effective support and care for pupils' well being. Arrangements for child protection are good and confidential records are stored securely; close links are maintained with the police and social services. Risk assessments are conducted diligently and all statutory requirements are met, although some inconsistency exists in reporting to parents. The routines for settling new pupils into school are satisfactory. Administration staff are effective in their monitoring and promotion of pupils' attendance; close links with the education welfare service are beginning to have a positive impact on improving the school's attendance figures.
25. Staff treat pupils with respect and show that they listen to and value pupils' views, although in several lessons pupils did not respond effectively and behaved inappropriately. Pupils' views are encouraged at all times through the well-established school council and circle times¹ that are very much a part of school life. Older pupils are generally clear about their involvement as council members; even though Year 6 pupils have been in post for only a few weeks, they nevertheless talk with ease about changes they have made to aspects of school provision, and were asked to be involved in interviewing the applicant headteachers.
26. The use of assessment information is unsatisfactory in providing well-targeted support, advice and guidance for most pupils. Target setting by staff is ineffective in ensuring that pupils achieve appropriately, and several end-of-year reports inaccurately inform parents and teachers in the following year group of pupils' actual performance. Pupils' progress in

¹ During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views is encouraged at all times and therefore pupils feel confident. They can also talk with ease and free from any form of interruption from other children.

English, mathematics, science and ICT is not reviewed regularly to ensure that the work set is well matched to pupils' individual abilities. The school has implemented booster classes in English and mathematics to support pupils in achieving the expected level in their work.

27. The school has established good relationships with outside agencies that provide support for pupils who have special educational needs. The school has identified funds to provide an appropriate range of support. The school's learning mentor, funded through the 'Excellence in Cities' scheme, provides sensitive, individual support for pupils who have emotional and behavioural difficulties, so that these pupils learn to integrate effectively with their peers. All behavioural incidents are recorded efficiently. Pupils receive additional support during a special lunchtime club.

Partnership with parents, other schools and the community

Links with parents, the community and other schools are good.

Main strengths and weaknesses

- Links with other schools and colleges are good.
- Links with the majority of parents of younger children are good and productive but the response from some parents is weak.
- The school receives good support from many organisations within the community.
- Information to parents is mainly good.

Commentary

28. The school has a firmly established link with several schools in Europe through the Comenius Project, with pupils from Year 3 upwards having a partner school 'pen pal' with whom they maintain regular communication. Staff share ideas through the 'conflicts project' as they consider ways to resolve behavioural issues. Pupils interviewed during the inspection spoke with interest about the 'box containing surprises' which is posted between schools to give pupils first-hand experience of life for children in a different school and country. Good links are held with several colleges and universities near Bristol, with many secondary students completing short work placements in the school. Good links with mainstream secondary schools ensure smooth transfer to pupils' next stage of education.
29. Parents are loyal to the school and value the provision for their children. They find staff approachable, especially now that they accompany their pupils at the end of the day to the playground. The new headteacher has raised his profile to parents at the start and end of the school day to enable parents to speak with him. Many parents volunteer to help with swimming and with classwork for younger pupils. The school actively seeks parental involvement in this way, and there is good parental representation on the governing body. The 'Friends' of the school have raised good sums of money from social fund-raising activities to contribute to school resources. There is very good parental support for concerts and other events such as at Christmas and other festive occasions. Home visits to nursery-age children are made to develop effective relationships with parents. However, members of staff report that some parents struggle to give their children their full support with their children's homework. The school is keen to give parents every opportunity to enable parents to attend consultation evenings, although a sizeable proportion of parents

do not attend these events. Despite this weakness, the school seeks to involve all parents whenever possible.

30. Well-established and productive links are held with many organisations and clubs, shops, churches and businesses that lead to extra opportunities and resources for the pupils. A range of visits to museums, shops, occasionally the church, and the nearby Leigh Woods for environmental studies contribute well to pupils' wider learning in connection with the curriculum. A range of visitors to school contributes effectively to pupils' awareness of different religions and cultures.
31. Parents receive detailed information about the school in the prospectus and the fortnightly newsletters. They are kept well informed on a day-to-day basis about what is going on and what is being planned. However, recent written reports sampled during the inspection were inconsistent in the way that parents were informed about their children's progress over the year. The best examples showed some good involvement of pupils in setting targets for their individual learning. At other times, some teachers did not give an accurate assessment of pupils' progress; reports were too generous and did not agree with teachers' assessments, which showed that achievement had been unsatisfactory. Parents of pupils who have special educational needs are encouraged to be fully involved in the review of their children's individual education plans.

LEADERSHIP AND MANAGEMENT

The headteacher provides satisfactory leadership, but the management of key aspects of the school's provision is unsatisfactory. The leadership by key staff is satisfactory overall. The governance of the school is unsatisfactory.

Main strengths and weaknesses

- The headteacher provides clear vision for the school.
- The strategic planning and initiatives are not defined sufficiently sharply.
- Leadership of the Foundation Stage is unsatisfactory.
- The school has a positive ethos for pupils' care and welfare but unsatisfactory day-to-day management systems fail to ensure that pupils' progress is monitored or improved effectively.
- The leadership and provision for pupils with special educational needs is good.
- Governors are not sufficiently involved in planning the direction of the school and do not ensure that the principles of best value are effective.

Commentary

32. The headteacher had been in post for one term prior to the inspection, during which time he has created an effective team spirit amongst all members of staff. There is a caring ethos within the school and the headteacher has earned the respect and loyalty of parents, staff and governors. He has high aspirations for the school and its pupils, but has had too little time in which to ensure that new initiatives have an effective impact on pupils' learning. The school improvement plan is a recently produced document but, while it accurately outlines key priorities for the school, there are too many priorities and actions and the plan is too ambitious. Although it is very detailed in some respects, some of the timescales are unrealistic and review dates are largely of one year's duration, with little indication of termly reviews. There is little evidence of the monitoring role of governors

within it. The headteacher has ensured that all staff are now fully aware of the standards being achieved in the national tests and of the concerns in pupils' significant underachievement gained from assessment data. In this, he is closely supported by the deputy headteacher, who has recently taken responsibility for assessment of pupils' learning, but insufficient progress has been made in resolving pupils' underachievement. Communication to members of staff throughout the school has improved and teachers and non-teaching staff feel more involved.

33. The school's self-evaluation is too generous and is not yet leading to effective school improvement. The monitoring of the school's work by key staff is not sufficiently rigorous to bring about the necessary improvements in teaching and learning. Serious weaknesses in important aspects, such as assessment, have not been fully resolved and many pupils continue to underachieve. Although there is a regular programme of monitoring of teaching by the headteacher and other members of the leadership team, outcomes of which are shared with staff, many of the observations of classroom practice are not sufficient to bring about the necessary improvement as they do not identify the quality of learning of pupils of different abilities, and are not effective in driving up standards. Additionally, the records of lesson monitoring do not give sufficient direction as to how specific groups of pupils might improve their learning. This results in the unsatisfactory provision for the educational inclusion of pupils of all abilities, particularly for the more able.
34. Significant weaknesses are evident in the leadership of the Foundation Stage. Although a separate member of staff is supporting teachers in the nursery and reception classes, there is no designated co-ordinator to ensure the effective development of children's learning. The curriculum is not planned to ensure that children's learning is developed systematically as they progress through the Foundation Stage and the assessment of children's work does not ensure that the work set is matched to children's individual abilities. This leads to children's learning being uneven, particularly in the nursery.
35. The caring atmosphere of the school has been maintained since the previous inspection and pupils receive positive support for their care, health and welfare. The behaviour code is well known to pupils, and many are able to celebrate their work in school and achievements from out-of-school activities in assemblies. Guidance for improving pupils' individual development, however, is unsatisfactory. The school has introduced several key initiatives for improving standards in English and mathematics, but these have not impacted sufficiently on pupils' learning because of weakness in the use of the assessment information collected. Whilst the school has systems and procedures to evaluate pupils' performance they are not sufficiently accurate and thorough for reviewing, tracking or resetting realistically challenging targets to ensure that pupils progress. Co-ordinators have generally satisfactory plans to develop their subjects, but the assessment systems used do not contribute effectively to raising standards and do not take sufficient account of gender or ability. This inhibits the monitoring of standards and provision, and the school's capacity for making accurate self-evaluation of its strengths and weaknesses is hampered. A more recent action plan for raising pupils' attainment, drawn up in conjunction with the local education authority, identifies the key initiatives that are to be pursued over forthcoming months to resolve the weaknesses evident in the school's provision.
36. The special educational needs co-ordinator is new to the post this term but has already made a very good start and provides effective leadership in the provision for the pupils.

She is committed to her own professional development and has already met with all the outside agencies that provide support to the school. She has carried out an audit of all the documentation and has a very clear vision for developing the provision for the pupils. Learning support assistants receive training and have built up good experience over time.

37. Governors are loyal and very supportive of the headteacher and the school. The governing body has an appropriate range of committees that meet on a regular basis to discuss school policy and all statutory responsibilities are met, with the exception of some reports to parents. However, although governors make monthly visits to the school and have a satisfactory appreciation of the school's life and work, their monitoring lacks rigour. They are not sufficiently well informed about the school's weaknesses and have not effectively challenged the school in relation to progress since the last inspection on key issues, nor fully appreciated the significant underachievement of pupils.
38. The school satisfactorily manages its budget, and financial arrangements as itemised in the most recent audit report are good. Whilst governors are generally aware of the principles of best value, they are not sufficiently involved in ensuring that best value is achieved, particularly in the need to challenge school practices to ensure that improved standards are achieved.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,073,901
Total expenditure	1,045,073
Expenditure per pupil	2,363

Balances (£)	
Balance from previous year	22,069
Balance carried forward to the next	28,828

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is generally **satisfactory**.

39. Many children are from family backgrounds where there is some hardship and some have personal and social circumstances that impact profoundly on their development. At the start of their education in the nursery, most children have below average skills in most areas of learning. Speaking skills are very basic and this affects the progress that they make with their learning. Staff work well to develop children's speaking and social skills, but these skills develop only slowly because of some of the weaknesses in provision. Recent improvements have included the outdoor provision for children in the reception classes, which is now satisfactory. Although most children achieve satisfactorily overall because of the satisfactory teaching, there are some significant weaknesses. The curriculum lacks a cohesive, well-planned link between the nursery and reception classes, with work in classes being planned in relative isolation in topics provided and teaching approach. In addition, the failure to take into account the large numbers of children attending full time in the nursery results in some activities being repeated without sufficient challenge in the afternoon session.
40. The quality of teaching and learning is satisfactory overall in the nursery and never less than satisfactory in the reception classes. The need for regular assessments that enable staff to pitch tasks to meet children's individual needs continues to be an area of development in the nursery. Staff are aware of the need to develop a more refined system so that learning does not lose its momentum as children transfer between nursery and reception, and enables children's achievement over time to be more closely monitored and measured in smaller steps as children begin the National Curriculum. The Foundation Stage is adequately resourced, but the nursery provision for ICT is poor and much equipment, such as in the home corner, looks worn. Leadership is unsatisfactory, because there is no designated co-ordinator to ensure that the provision and assessment are effectively developed to raise standards. However, a separate member of staff is temporarily supporting staff in the Foundation Stage, but has not yet ensured that the weaknesses evident have been resolved. Insufficient improvement has taken place since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are good and this in turn boosts children's confidence.
- Children in the reception classes have good levels of independence.
- Lower-attaining children have good support and this in turn enables them to achieve well.

Commentary

41. When children start school, their personal, social and emotional development is below that found in most other schools. By the time they leave reception, most are on track to achieve the goals expected for their age in this area.
42. Daily routines clearly enhance children's confidence and self-esteem. All adults are good role models and children copy them to good effect. Most children learn to work together after some initial periods of isolation. Levels of independence in the nursery are often restricted by an over-caring approach that limits opportunities for children to clear away after finishing work. However, teaching and learning are good overall. Children with special educational needs are effectively supported, enabling them to settle and work with other children. This was observed during a numeracy session that required children to add and subtract numbers from five 'buns' in a teashop. Children waited their turn patiently and then re-enacted words and actions in a positive manner. At the end of sessions in the reception classes, children are expected to take personal responsibility for clearing away with the minimum of fuss and supervision; they rise to the challenge and little time is lost. Staff take every opportunity to develop children's personal skills and this is the major reason that achievement is good for boys and girls of all abilities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Speaking and listening skills are boosted successfully in the nursery and reception classes.
- Adults intervene at the right moment to develop children's speaking skills.
- Adults work well with children who require additional help and this enables them to make sound gains in their learning.
- Children in the nursery are not encouraged to take their reading books home.

Commentary

43. Most adults tell stories, including ones from other countries, in an exciting manner and usually with the support of suitable resources. This means that children are developing satisfactory knowledge and understanding of the range of different stories and are learning about countries around the world. Children enjoy looking at books and most make satisfactory progress in their early reading skills. The well-equipped book areas in the reception classes invite children to sit down and share a book. Attractive and well laid out writing areas also capture children's interest as they progress from mark making to the correct formation of single letters. Reception children are encouraged to take their books home to share with their parents. In direct contrast, reading books are not taken home by children attending the nursery. This remains a missed opportunity to involve parents as reading partners and as such is unsatisfactory. Both book and writing areas in the nursery look worn and are in need of updating to entice children to use them on a more regular basis. In nearly all activities children are encouraged to talk about what they are doing and what they have found out through play. However, some opportunities are missed in the nursery where adult intervention is limited to giving out resources or clearing away. Teaching and learning are satisfactory overall. In the reception classes, the wide range of relevant opportunities for children to write ensures that most are making slow but methodical progress in their early writing skills, as clearly illustrated in classroom displays

that reflect individual children's names. Most children in the reception classes write their name using a series of uniform letters, and many write recognisable letters, but the ability to write simple sentences independently is restricted to more-able children. Children's achievement is satisfactory overall, but the majority of children will not achieve the goals expected at the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Reception children are developing good levels of correct vocabulary when describing the properties of shapes.

Commentary

44. Learning is soundly planned to encourage children to count, add and subtract in real-life situations, such as the taking of the morning register in reception where children state the numbers present and absent. Teaching is satisfactory. Practical, 'hands-on' activities in both the nursery and reception classes are generally matched to children's abilities. Nursery children confidently responded to a range of numbers from one to five and clapped accurately with delight to the correct number of beats that represented the number held aloft. More-able children in the reception classes are challenged to name the properties of common shapes. Number rhymes and games are fun and actively encourage children to join in. Due to children's below average starting point on entry into the nursery and their achievement during their time in reception, which is only satisfactory, most children will not reach the goals expected by the end of the reception year, especially in terms of understanding mathematical vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- The good use of visitors to school and visits to places of interest enhance reception children's learning well.
- Provision for ICT in the nursery is poor and limits children's computer experiences.

Commentary

45. Children in the nursery have limited access to computers to develop their basic skills. On many occasions the computer remained switched off during the inspection and the lack of suitable seating severely restricted children's access to both keyboard and screen. However, when in use, children were able to use the mouse with suitable control. Children's natural curiosity is extended by the organisation of interesting activities based on well-selected topics in the reception classes. The children's growing awareness of the world around them is extended well using observations of living things, including functional working models made from construction kits. Teaching and learning are satisfactory and children achieve satisfactorily. In the nursery classes, the day's activities are carefully

planned to ensure that children who attend in the morning only, receive a balanced curriculum alongside those in full-time education. However, in many instances, the full-time nursery children complete the same task in the afternoon as they completed in the morning with minimal change. This fails to challenge and inspire achievement to higher levels. In reception, activities are enhanced by a number of visitors that include the local community policeman, road safety officer, puppet theatre and visits to Leigh Woods and Weston-Super-Mare. The nursery provision plans no educational visits to support children's knowledge of life in the outside world and this is unsatisfactory. Children's achievement is satisfactory overall, but most children will not have reached their goals in this particular area by the end of the reception year.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The nursery outdoor play area lacks suitable climbing equipment.
- Reception children worked well in pairs and show satisfactory spatial awareness.

Commentary

46. As reported at the time of the previous inspection, concerns were raised about the quality and range of outdoor play provision for children in the reception classes. This has been improved and is now adequate to promote children's physical development. However, both nursery and reception children have only limited opportunity to use each other's outdoor provision to support common links between the classes, due in part to difficulties with the accommodation and teachers' planning. Most children achieve satisfactorily. Reception children learn how to use pencils and paintbrushes successfully. They are encouraged to handle constructional toys and games as well as jigsaws, all of which promote gains in physical development.
47. By the end of the reception year, most children will reach the goals for their physical development. Healthy 'snack time' and 'drink time' are part of the school day and made into enjoyable events, focusing correctly on the need for a healthy diet to remain fit and active. The children are encouraged to look after their bodies and health. In a physical development session in the school hall, children learned the importance of 'warm up' and 'cool down' before and after exercise. Children worked well in pairs using the available space confidently. Satisfactory teaching and learning enabled children to develop skills to control their movement safely and confidently.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children's creative work is valued and well displayed in the reception classes.

Commentary

48. Children's creative work on display in the reception classes indicates that well-planned opportunities have been provided for children to work with a wide range of media. Although children's achievement is satisfactory, the majority will not achieve the goals expected for their age at the end of the reception year because of their low starting point on entry into the nursery; it is the second lowest level of learning following their speech and language development. At planned times nursery children have opportunities to select three activities they wish to undertake. It was clearly obvious from observations that some children who chose to paint put a few paintbrush marks on the paper and then went on to join what appeared to be more exciting opportunities, such as outdoor play. Those working with playdough moulded and shaped the given pieces of coloured material, but in many instances did not produce a recognisable form, even after a few minutes. Girls often appeared more confident than boys when cutting out to a given profile using scissors. Results achieved are not as advanced as those produced by most children of their age. The focus on imaginative role play extended children's imagination satisfactorily. Children confidently produced a number of simple dance routines and their efforts were appreciated by others in the group. Children are encouraged to learn new words and actions to accompany songs and enjoyed music as they clapped out their names to a given beat. Teaching and learning are satisfactory.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average in Years 2 and 6 in reading and writing.
- Many pupils throughout the school are not achieving the standards of which they are capable, and more-able pupils could be challenged even further.
- The quality of teaching seen during the inspection was satisfactory overall, but elements of it are unsatisfactory.
- Assessments of pupils' learning are insecure and the use of assessment to aid planning and to track pupils' progress and attainment is unsatisfactory.

Commentary

49. Early indication from the national test results for Year 2 in 2004 shows pupils' attainment in reading and writing to be well below average. In comparison with similar schools, pupils' attainment was well below average in reading and below average in writing. The end of Year 6 national test results in 2004 show that pupils' attainment was well below average in comparison with the national picture and below average when compared to similar schools. Improvement since the last inspection is unsatisfactory.
50. Inspection findings indicate that pupils' attainment is below average in reading and writing in Years 2 and 6. These findings are slightly more positive than the national test results, mainly because pupils perform at a lower level when they are working under test conditions, particularly in Year 6. Attainment in speaking and listening is broadly average, due largely to the many opportunities that the teachers provide and the willingness of the pupils to engage in speaking activities.

51. Many pupils in both key stages are not making the progress of which they are capable, and average and more-able pupils in particular are underachieving. This is mainly because of low teacher expectations, lack of challenge and the poor use of assessment. Pupils with special educational needs and those with English as an additional language often achieve satisfactorily in relation to their prior attainment because of the good support they receive from learning support assistants.
52. Pupils throughout the school are given plenty of opportunities to talk with one another and they clearly enjoy these interactions. As a result, standards of speaking and listening are satisfactory. Standards in reading are below average. While more-able pupils are confident readers and able to articulate their love of reading, other pupils struggle with the decoding of words and the understanding of texts and they are not fluent readers. The school is trialling a number of initiatives linked to guided reading. However, there is now an urgent need to reach a decision as to whole-school policy on the methods to be adopted for teaching reading. Writing has been a focus for the school, but standards remain below average. Teachers work hard and give praise for pupils' efforts, but there is a lack of consistency across the school in expectations and understanding of the National Curriculum levels in writing.
53. The quality of teaching and learning is satisfactory overall, with good teaching often seen in Years 1, 2 and 6. Teachers throughout the school often share the purpose of the lesson with pupils; paired work is effective in helping the pupils to develop their speaking skills and relationships are good. However, teachers' expectations of what the pupils can achieve are low and there is a lack of challenge. Whilst teachers conscientiously plan work for pupils, it is not sufficiently matched to their differing abilities. As a result, underachievement is evident in the standards of pupils' work. Pupils generally respond well in lessons and are more animated when they are given stimulating work and opportunities to think for themselves, such as in 'brainstorming' activities, although the use of ICT currently does not have a high enough profile in learning. The teaching of pupils with special educational needs is good; it is satisfactory for those with English as an additional language and the school is rightly seeking support from the local education authority in meeting pupils' learning needs.
54. The school has made a start on collating data, using individual pupil targets and assessing and agreeing samples of writing. Staff have worked hard to establish procedures to raise standards. However, a critical factor in the underachievement of some pupils is the teachers' insecure knowledge of levels of attainment when assessing pupils' work, particularly in writing. Assessment information is poorly used to track pupils' progress and attainment, and is not used well enough when planning the next stage of pupils' learning. Teachers mark work diligently, but in many cases marking is not sufficiently targeted and does not inform pupils as to what they need to do to improve.
55. Leadership is satisfactory; the co-ordinator has high aspirations and is able to articulate a clear vision. Management is unsatisfactory, however, as the school has failed to maintain the standards achieved at the time of the previous inspection. Whilst systems and procedures have been put in place to raise standards, they have not as yet had any significant impact on pupils' attainment. Some monitoring has taken place through class observations, scrutiny of pupils' work and sampling of planning, but it has not been sufficiently rigorous. The new co-ordinator has clear plans and actions that she wishes to implement to redress the current situation.

Language and literacy across the curriculum

56. The use made of language and literacy across the curriculum is broadly satisfactory, mainly due to opportunities given to develop pupils' speaking skills. There are not enough opportunities for pupils to use their writing skills across the curriculum, particularly in those subjects where there is an over reliance on worksheets.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average.
- Management is unsatisfactory.
- The quality of teaching is consistently good in Years 1 and 6 and effective teaching in these classes meets the needs of most pupils.
- Teachers do not use assessment information consistently to ensure that learning tasks are relevant to agreed targets with individual pupils in classes.
- The planned use of ICT to support pupils' learning is unsatisfactory.

Commentary

57. Standards in Year 2 and Year 6 are below average. The 2004 unvalidated national test results show standards as well below average. However, there is sound evidence that standards are slowly improving in the current Year 1 and Year 6 due to a period of staffing stability and pupils' improved behaviour. After a declining picture over the previous years, a small percentage of pupils are likely to reach levels above those expected for their age. Standards reflect a similar picture to those at the time of the previous inspection.
58. Achievement is unsatisfactory. Detailed analysis of targets set for individual pupils clearly reflect major underachievement with a small proportion of pupils actually regressing. Reports to parents sometimes fail to give an accurate picture of a pupil's achievements. For example, a pupil who had made little or no progress between the targets set was deemed to have made good progress. The school is aware that more rigorous analysis is required and that this information be shared with all staff and governors. Lesson observations have gone some way towards identifying strengths and weaknesses in teaching, but most fail to focus with enough rigour on standards achieved or the rate of progress of pupils of differing abilities. Since the previous inspection, the introduction of a national strategy to systematically develop pupils' mathematical skills has begun to support a more consistent approach to teaching and learning. This in turn has been underpinned extensively by the local education authority during recent years. However, weaknesses exist because teachers do not plan work suitable to the differing ability levels of pupils in the class. As a result, most pupils' learning becomes unsatisfactory and uneven. Pupils with special educational needs do better than their classmates, however, because they have clearly expressed targets in their individual education plans, receive good support from classroom assistants and achieve satisfactorily.
59. Leadership is satisfactory, but management is ineffective in terms of monitoring pupils' underachievement. A detailed subject action plan is in place that correctly identifies areas of subject weakness; however, it lacks precision. The school has yet to ensure a

consistent level of challenge in setting realistic targets and giving all pupils a clear understanding of not just what they can do but a clear indication of how they can improve and what they need to do to progress to a higher level. In addition, monitoring and evaluation activities are insufficiently focused on what has been learnt to enable good practice to support pupils' learning. Improvement since the previous inspection is unsatisfactory.

60. Overall, the quality of teaching and learning is now generally satisfactory. Relationships and pupils' attitudes to learning are satisfactory. The quality of teaching is consistently good in Years 1 and 6, and most pupils achieve well in these classes, supported by mathematics in real-life situations. For example, in a very good lesson observed in one Year 1 class, the teacher's positive enthusiasm for the subject engaged pupils' attention and the practical use of equipment in group and individual work kept pupils very interested and on task. As a result, a good amount of suitable work was completed on time. However, the quality of teaching remains too patchy throughout the rest of the school and, as a result, work set is often either too difficult or too easy for lower-attaining pupils and insufficiently challenging for more-able pupils. In some lessons, activities lack challenge and learning depends on pupils listening for too long; as a result, they become restless and in some instances challenging behaviour occurs. Nevertheless, there are good opportunities to develop pupils' speaking skills during the final part of the lesson. There are limited examples of pupils using computers to support their learning and this remains an area for further development. Improvement in using computers since the previous inspection has been unsatisfactory.

Mathematics across the curriculum

61. Pupils seldom use mathematics as part of their work in other subjects. However, there are limited examples of pupils using graphs and tables in science to record observations. Opportunities tend to be incidental rather than planned as part of ongoing mathematics topics. As such, opportunities are not yet sufficiently well developed across a range of subjects and continue to be an area for future development; its use across the curriculum is therefore unsatisfactory.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average at the end of Year 6 and achievement is unsatisfactory.
- Assessment information is not used well enough to track progress and plan work for different ability groups.
- The curriculum is relevant and interesting.
- The school has developed a good enquiry approach to the teaching of science.

Commentary

62. Standards in Year 6 are below average. Early indication from the 2004 unvalidated national test results shows that standards were well below average. Pupils' achievement is unsatisfactory overall. Improvement since the last inspection is unsatisfactory. In Year 2, standards are average overall and pupils consolidate the skills they have learned before.

In Years 3, 4 and 5, there are many opportunities for pupils to learn from practical situations but, by the time they reach Year 6, their ability to apply their skills to investigations is insecure. This is because there is insufficient opportunity for pupils to practise their basic skills and too little time in which to catch up in Year 6. Pupils who have special educational needs make better progress than other pupils in the school and achieve well because they are given suitable support in lessons, either from the learning support assistants or from the teacher. Lessons are planned to meet the needs of the majority of pupils in the class and, whilst pupils with average ability have work matched to their needs, challenge is not always planned for more-able pupils. Most teachers use questioning effectively to extend pupils' thinking, but most pupils rely heavily on the support from teachers to record their findings.

63. Teaching and learning are now satisfactory overall and pupils are making gains in their knowledge of the different elements of science. Teachers' subject knowledge is satisfactory and they plan interesting investigations which pupils enjoy, enabling them to benefit from the practical experiences involved. Many lessons are related to topics studied in other lessons. Pupils in Year 5 and 6 have a sound understanding of fair testing and apply this to their investigations. Although teaching overall is satisfactory there are some concerns. Pupils, particularly the more able, receive too few challenges, the expectations of some teachers are too low and work is not always accurately planned to match the different levels of ability within the class. This often leads to lack of concentration and the pace of the lesson slows. All teachers have developed a good enquiry approach to the teaching of science. The school has developed a satisfactory method of recording across the school that all pupils understand well. Currently, teachers do not do enough to develop pupils' skills of independence in applying themselves to scientific investigations. Many find difficulty in recording their findings independently.
64. Leadership is satisfactory. This has led to the development of a practical curriculum that interests the pupils and makes them want to learn. The co-ordinator provides good support for teachers and has good knowledge of the subject. However, management is unsatisfactory at this time. Although assessment procedures are in place, the information gathered is not used effectively to track individual pupils' progress and plan work that is well matched to pupils' different abilities. The information is not used effectively to identify what needs to be done to raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are below average in Year 6.
- Pupils have positive attitudes to the subject.
- Effective use of word processing and PowerPoint technology enhances pupils' understanding of how information technology can be a tool to support their learning.
- The use of ICT to support pupils' learning is inconsistent and is not used sufficiently in some subjects.

Commentary

65. Standards in Year 2 are average. Standards in Year 6 are below average, mainly because pupils have not covered all aspects of the curriculum. Achievement is unsatisfactory overall. Most pupils are not yet familiar with communication through sending e-mails and their experience and practice in using control programs is very limited. Standards have declined since the previous inspection. Pupils who have special educational needs achieve well due to the good support they receive from their teachers and learning support assistants. Most pupils have satisfactory word processing skills. Pupils in Years 5 and 6 successfully use their skills to access the Internet and retrieve information for PowerPoint presentations that they evaluate and modify. Older pupils know how to explore folders and files on the system and store their own work so that they can retrieve it. Effective use is made of the school's digital cameras to record visits and activities.
66. Teaching and learning are satisfactory overall and teachers make good use of the electronic whiteboards in some of the classrooms. These are used effectively to show pupils new techniques at the beginning of the lesson before they visit the computer suite. More successful teaching ensures that pupils work hard to complete the tasks set, but there were some instances when pupils' unacceptable behaviour disrupted the class and slowed learning. There is still a need in many classes to give pupils more opportunity to practise skills and consolidate basic routines.
67. Leadership is satisfactory. The co-ordinator has good subject knowledge and provides good support for teachers, particularly those who are less confident. He is aware of the need for specific resources and does his best to provide a full curriculum for pupils. For example, pupils in Year 5 attended a one-day course to give them experience of control programs. Currently, management of the subject is unsatisfactory because assessment procedures are insufficiently rigorous. The information gathered through regular assessment is not used well enough to track individual pupils' progress. Planned work often fails to challenge pupils of different levels of ability, particularly the more able.

Information and communication technology across the school

68. The school has recently put in place a study focus plan that clearly identifies the inclusion of ICT across the curriculum. Although some use of ICT is evident in producing graphs in mathematics and word processing skills in English and history, too few opportunities are taken in these and other subjects to develop, or give pupils opportunities to practise basic skills and enhance their learning. Consequently, its effective use across the curriculum is unsatisfactory.

HUMANITIES

69. **Geography** was sampled as it was not a focus of the inspection. No judgement is therefore made on the quality of provision. Insufficient evidence in pupils' workbooks suggests that topics are not explored in enough depth in some year groups and that there are sometimes long gaps between topics. This is not conducive to pupils' systematic learning and the retention of skills learnt.

History

Provision in history is **satisfactory**.

Commentary

70. Standards of attainment observed during the inspection are average in Years 2 and 6, and similar to those reported at the time of the previous inspection. Pupils' achievement is satisfactory overall. In Years 3 to 6, evidence from pupils' work and from their responses in lessons, showed that they often achieve well when recalling historical facts. Year 5 pupils, for example, spoke knowledgeably about the events of the Second World War and could empathise with the problems of evacuees. Learning in history is used to promote skills in English and ICT. For instance, pupils in Year 6 developed their speaking and listening skills when they debated the abolition of the slave trade. Older pupils also use the Internet to access information about the topics they are studying.
71. Overall, teaching and learning are satisfactory. In a good lesson in Year 6, the teacher provided good opportunities for pupils to consider historical facts and discuss them. This led to an informed debate in which several pupils offered ideas and opinions confidently and passionately. Where teaching is less secure, the pace is slow, pupils lose concentration and work is not matched to the different levels of ability.
72. Leadership is satisfactory, but there are weaknesses in management. A broad curriculum is in place and pupils' historical skills develop steadily as they move through the school. However, there has been no monitoring of teaching and learning and this means that there has been no opportunity to disseminate good practice in the way the curriculum is delivered, or to identify the strengths and weaknesses in pupils' attainment and progress.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Visits to places of worship and visitors to school enhance pupils' awareness of different religions.
 - Good opportunities are provided for pupils' discussion.
73. Pupils attain standards in Years 2 and 6 that are in line with those expected in the locally agreed syllabus. This is an improvement on the findings of the previous inspection. Achievement is satisfactory overall.
 74. Pupils have a secure knowledge of the key beliefs of Christianity, Islam and Hinduism. This is enhanced by visits to local places of worship and supported by a good use of visitors to the school. Such activities also help to enhance pupils' understanding of the cultural aspects of their community. Younger pupils empathise with characters in religious stories such as Rama and Sita, and list qualities associated with good and evil. Older pupils understand the importance of symbols in religion as they make comparisons between religions and discuss differences between faiths.
 75. Teaching and learning are satisfactory overall. Teachers demonstrate satisfactory knowledge and confidence in the subject and provide many opportunities for discussions, such as pupils' developing awareness of Diwali in Year 2 and Year 6 pupils' awareness of Christianity and Islam in Year 6. Lessons are characterised by pupils' willingness to

engage in speaking activities and they enjoy this approach. Pupils' attitudes are satisfactory.

76. Leadership is good and management is satisfactory. The co-ordinator has led many developments to improve provision since the previous inspection. For example, teachers' knowledge and confidence have been improved through support and guidance and are now satisfactory, a key issue at the last inspection, assessment grids have recently been implemented and regular feedback is given to pupils in verbal and written format.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Art and design, design and technology, music and physical education were sampled, as they were not a focus of the inspection. The limited amount of evidence meant that it was not possible to make a judgement about provision in any of the subjects.
78. Only one lesson was seen in **art and design**. This was a well-planned lesson in which teaching was satisfactory. Pupils concentrated well in exploring hot and cold colours. They used many different materials and a variety of tools as they investigated and experienced batik, design, collage and paint mixing. Pupils showed interest in their work and behaved well as they shared materials and discussed the activities. A study of pupils' work and displays around the school shows that the curriculum is broad and pupils demonstrate that they are developing their skills of shape and form through a range of media. Art and design is used successfully to support work in other subjects, such as history and religious education. Good links between design and technology and art and design were observed in collage, sculpture and printing as pupils have worked in the style of artists such as Monet. Teachers celebrate pupils' work by creating attractive displays around the school. Leadership is satisfactory overall and the co-ordinator monitors standards by supporting teachers' planning and looking at pupils' work. Art and design has a high profile in the school.
79. There is evidence of a sound range of work being undertaken in **design and technology**. Overall, two lessons were observed. In these lessons, teaching was good, pupils were achieving well and standards were average. Samples of pupils' work in Year 2 show some originality in design and making. Photographic examples of finished products in pupils' portfolios of work were of the expected quality. However, written evaluations are noticeable by their absence and therefore remain a weaker feature of the subject. Despite the variable quality in the finish of the products, pupils' work overall is satisfactory. Good cross-curricular links were features of the lessons observed, particularly the opportunities to develop pupils' speaking and listening skills. In Year 1, where the work involved using numeracy skills to make a box for a pretend home for a 'super hero' with suitable furniture, pupils' enthusiasm and keenness were reflected in their comment of 'I can't wait until next week'. The lesson with older pupils in Year 4 involved pupils productively decorating a lamp base. Most pupils planned their work well and identified tools to be used. All lessons made a sound contribution to pupils' social skills as they collaborated in pairs or groups. Teachers have a satisfactory understanding of the design and making process, and are passing this on satisfactorily to their pupils. Assessment of pupils' skills is unsatisfactory.
80. In the three **music** lessons seen throughout the two key stages, pupils were able to match symbols to sounds, create their own musical patterns using simple notation, clap rhythmically and review their performances. They showed positive attitudes to their work

and clearly enjoyed their learning. Teaching is satisfactory and is characterised by good pace within lessons.

81. Only two swimming lessons were seen in **physical education**. Photographic evidence and information gathered when speaking to the co-ordinator and pupils show that pupils are fully involved in a full range of gymnastic, dance and sporting activities. The school provides a variety of activities after school in which both boys and girls participate. The school swimming pool greatly enhances the provision for physical education. Pupils from Reception to Year 5 receive weekly swimming lessons. In the two lessons observed, both teachers displayed a good level of competency and most pupils made at least satisfactory progress. Younger pupils develop water confidence leading to stroke practice and refinement. Clearly, all pupils enjoy their swimming lessons and, because both teachers managed and organised the lessons very well, pupils behaved well and benefited from the experience. Most pupils are able to swim 25 metres before they leave the school. The co-ordinator has good subject knowledge and provides good support for teachers. He enhances the curriculum by inviting various visitors to the school, such as a dance group to work with the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. The school promotes pupils' personal, social and health education satisfactorily and includes sex education, drug awareness and pupils' personal safety in its curriculum. The recently appointed co-ordinator has a well-defined action plan for developing the subject and is currently ensuring that all teachers are aware of the planned aspirations, devoted to developing pupils' self-esteem and healthy living. The school council is having a positive impact on pupils' developing maturity. This is well supported by the Comenius Project, enabling pupils to develop their skills in working democratically in their relationships with their schoolmates.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities (ethos)	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	5

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