

INSPECTION REPORT

SOUTH STREET PRIMARY SCHOOL

Bedminster, Bristol

LEA area: Bristol

Unique reference number: 109124

Headteacher: Mrs J Ault

Lead inspector: Mrs P C Cox

Dates of inspection: 16 – 19 May 2005

Inspection number: 267695

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;	167
School address:	South Street Bedminster Bristol
Postcode:	BS3 3AU
Telephone number:	0117 3772340
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Wilkins
Date of previous inspection:	19 May 2003

CHARACTERISTICS OF THE SCHOOL

South Street Primary School is in Bedminster, a southern suburb of Bristol. There are 142 full-time pupils on roll in reception to Year 6. There are 10 full-time and 30 part-time children in the nursery. The number of pupils has been falling over the past few years because of demographic trends. The proportion of pupils entitled to free school meals is above the national average, reflecting the socio-economic circumstances of the area. The proportion of pupils in the main school identified as having special educational needs and the number of pupils with statements of special educational needs are also above the national average. A third of the children in the nursery have special educational needs, a very high proportion. The majority of the pupils' needs throughout the school relate to social and emotional issues and speech and language difficulties. Most pupils are of white British heritage, with 11 per cent from a range of other ethnic backgrounds. About 4 per cent of pupils do not have English as their first language and are at an early stage of acquiring the language. There has been a significant turnover of pupils in some year groups, particularly in Year 6. Attainment on entry to the school is well below that expected for the children's age.

The school received the Healthy Schools Award in 2001 and is taking part in the Primary Leadership Programme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19178	Mrs P C Cox	Lead inspector	Mathematics Information and communication technology Art and design Design and technology Special educational needs
9399	Mr R Watts	Lay inspector	
32293	Mr I Elkington	Team inspector	English Science History Music French English as an additional language
32531	Mrs S Pearce	Team inspector	Foundation Stage Geography Physical education Religious education Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

South Street provides its pupils with a **satisfactory** standard of education. The pupils achieve satisfactorily. Many are now making good progress because the teaching has improved recently, although their learning remains satisfactory. The pupils' attitudes and behaviour are satisfactory. Leadership and management are now good and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching is good in the nursery and in Years 3 to 6;
- The pupils in Years 1 to 6 do not know how to work independently or in groups;
- The leadership and management of the headteacher are good;
- Pupils have underachieved in information and communication technology, religious education, design and technology, geography and music;
- Provision is good for the pupils with special educational needs and for those in Years 1 to 6 in art and design and history;
- Provision for the pupils' moral and social development is good;
- The school provides very good enrichment activities to enliven the curriculum;
- The school cares well for its pupils and there are very good links with the community;
- Parents do not give the school sufficient support, particularly through ensuring that their children attend regularly and do their homework.

The school has made **satisfactory** progress since its previous inspection in May 2003. In its 2001 inspection, the school was judged to require special measures because it did not provide a satisfactory standard of education. By 2003, the school had improved, but a significant degree of underachievement remained, and there were still weaknesses in the quality of teaching and learning. The issues identified at that time have now been addressed successfully. Standards have risen throughout most of the school and teaching has improved well. The role of the subject leader is developing well and most carry out their roles satisfactorily. Strengths identified in 2003, such as leadership and management, have been maintained. The school has good potential for further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	D	D	D
mathematics	E	E	D	C
science	E	C	C	C

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

The pupils' achievement is **satisfactory** overall. Test results at the end of Year 6 in 2004 were below the national average in English and mathematics, but average in science. However, the results are better than those of schools in similar circumstances in mathematics and science, and average in English. From a low point in 2002, the trend of improvement is above the national trend, and the results suggest that the pupils in 2004 made satisfactory progress since they took the tests at the end of Year 2. The standards of the pupils presently in Year 6 are well below average in English and mathematics, and below this level in science. However, there has been considerable turnover of pupils in this year and they are achieving satisfactorily. Nevertheless, it is evident that the pupils in Years 3 to 6 have made good progress over this year.

Throughout the school, the pupils do well in art and design and history, but have underachieved in information and communication technology, religious education, geography, design and technology

and music. However, attainment is beginning to rise in information and communication technology, design and technology and music. Standards in physical education are similar to those in other schools and the pupils' achievement is satisfactory. Both the pupils with special educational needs and those whose first language is not English do well. The test results have also risen at the end of Year 2 from a low point. Standards observed in the inspection in Year 2 are below average in reading, writing, mathematics and science and the pupils are achieving satisfactorily.

The children enter the nursery with attainment well below that expected for their age. They do well in the Foundation Stage, particularly in the nursery. However, their attainment is still lower than that expected by the time they enter Year 1 in all six areas of learning, including their personal and social development.

The pupils' attitudes and behaviour are **satisfactory** because the school provides well for their spiritual, moral, social and cultural development, particularly their moral and social development. Relationships between pupils and with adults are satisfactory overall and often good. Attendance and punctuality are unsatisfactory, in spite of the school's efforts to improve them.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching is **good** overall and is good and often very good in the nursery and in Years 3 to 6, and satisfactory in reception and Years 1 and 2. However, the pupils' learning in Years 1 to 6 is only satisfactory because most, particularly the older pupils, have not developed the ability to work well enough independently or collaboratively. This is because the teaching was not as effective in previous years. The setting of homework is not consistent enough, and many parents do not give their children sufficient support in completing it. Assessment is satisfactory and teachers have adequate information about their pupils' attainment and use it soundly to plan their lessons. The curriculum is satisfactory overall and the pupils with special educational needs are provided for well. The school cares well for its pupils and provides them with good guidance and support. The school involves the pupils well in the development of its work.

There is a satisfactory partnership with parents. Although the school provides them with good-quality information, many do not support their children's learning or attendance well enough. Links with the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership of the recently appointed headteacher is good. She has a clear sense of purpose and a strong focus on raising standards. Management is good. Effective action has been taken to bring about many improvements and the senior staff and subject leaders provide good support. There is a strong sense of teamwork in the school. Governance is satisfactory and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a positive view of the school and feel that it has improved considerably over the past two years. The pupils are happy to come to school and like their teachers, although the older pupils are not as enthusiastic about their lessons.

IMPROVEMENTS NEEDED

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

- Raise standards and improve achievement in all subjects;
- Improve the pupils' ability to work independently and collaboratively;
- Continue to work with parents to improve the contribution they make to their children's education, especially their attendance, punctuality and homework.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **satisfactory** overall, and is **good** in the Foundation Stage.

Main strengths and weaknesses

- The children achieve well in the nursery, although achievement in reception is satisfactory.
- Most pupils in Years 3 to 6 are now making good progress in the majority of subjects because teaching has improved recently.
- Pupils in Years 1 to 6 have underachieved in information and communication technology, design and technology, geography, music and religious education.
- The achievement of pupils with special educational needs and those whose first language is not English is good.

Commentary

1. Standards have been below the national average, and often well below, over many years, but are at last improving. Test results at the end of Year 2 in 2004 were similar to the national average in reading and below average in writing and well below average in mathematics. The teachers' assessments were below average in science. The overall trend of improvement was similar to the national trend. However, compared to the results of those schools with similar levels of entitlement to free school meals, standards in reading and writing were above average, but in mathematics and science they were below average. The test results suggest that the girls do considerably better than the boys, but there was no evidence during the inspection of differences in the rates of progress and the issue is clouded by the significant gender imbalances in some year groups. At present, the achievement of boys and girls is satisfactory.
2. Standards at the end of Year 6 have risen more rapidly, and faster than the national trend. Results in 2004 were below the national average in English and mathematics and average in science. Compared to similar schools, the results were below average in English, and average in mathematics and science. The results suggested that the pupils had made satisfactory progress since they took the national tests in Year 2. The school did not meet its targets for the proportion reaching the expected level or for the higher levels in either subject. This is because, for many years, the teaching was not sufficiently effective.
3. The children enter the nursery with attainment that is significantly lower than is usual for their age. They make good progress in the Foundation Stage, particularly in the nursery, and achieve well in all areas of learning because the teaching is good overall. Nevertheless, their attainment is still lower than expected by the time they enter Year 1. They build satisfactorily on their skills and knowledge in Years 1 and 2, so that for the pupils currently in Year 2, standards in reading, writing, mathematics and science are below the national average and their achievement is satisfactory. Standards have risen in mathematics, but are not as strong as they were in reading because fewer pupils have reached the higher levels.
4. The pupils presently in Year 6 are working at a level that is well below the national average in English, mathematics and science. Nevertheless, they are achieving satisfactorily in relation to the standards they achieved at the end of Year 2. In addition, there has been significant turnover in that year group, with many of the new arrivals joining the school recently, a significant proportion having special educational needs. The progress that the pupils in Years 3 to 6 have been making has been accelerated in the majority of subjects during the current year and the standards in Years 3 to 5 are below those in other schools, rather than well

below. This is because the teaching they receive has improved recently and is now good. The achievement of pupils with special educational needs and those whose first language is not English is good because they receive a good level of support.

5. Although achievement is satisfactory overall, it is inconsistent across subjects. The school has been focusing on raising standards in English, mathematics and science over the past two years, after many years of significant disruption and unsatisfactory teaching. Now that recent improvements in teaching have improved standards, the school is developing the other curriculum areas. Imaginative strategies have been used to develop a wide range of skills and knowledge in art and design and history, and consequently the pupils achieve well throughout the school, reaching the expected standard in both subjects. In physical education, standards are similar to those in other schools. The pupils are now making good progress in information and communication technology (ICT), although standards are lower than those in other schools and their achievement is unsatisfactory over time in ICT, because they started from a low point. Attainment is also beginning to rise in design and technology and music because the curriculum has been improved.
6. In those subjects that are identified for development next year, religious education, design and technology, geography and music, the pupils have not made enough progress and their achievement over time is unsatisfactory. The plans for these subjects do not give teachers sufficient guidance in their lesson planning. Although it was not possible to judge overall standards in French, the attainment of the pupils in Year 4 is higher than expected for their age and they achieve well. The school has recently begun to identify pupils who are gifted and talented in many areas of the curriculum, but has not evaluated the effectiveness of its provision for them. Overall, achievement has improved satisfactorily in English, mathematics, science and ICT since the previous inspection. There was no judgement on standards or achievement in other subjects at that time.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	15.8 (14.1)	15.8 (15.7)
writing	14.4 (12.4)	14.6 (14.6)
mathematics	14.8 (13.8)	16.2 (16.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.3 (25.9)	26.9 (26.8)
mathematics	26.6 (24.7)	27.0 (26.8)
science	28.6 (28.9)	28.6 (28.6)

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

Pupils' attitudes, values and other personal qualities

The pupils' attitudes and behaviour are **satisfactory**. Provision for their spiritual, moral, social and cultural development is **good**. Attendance and punctuality are **unsatisfactory**.

Main strengths and weaknesses

- All staff have high expectations of the pupils' behaviour and apply the system of rewards and sanctions consistently.
- Pupils develop their social skills in a positive atmosphere which encourages them to take responsibility well, but the older pupils still find it difficult to apply themselves to individual and group tasks.
- There are too few occasions across the curriculum when the pupils develop their spirituality.
- Although the school uses many methods to develop the pupils' understanding of the wider world, opportunities for learning about the multicultural nature of British society are more limited.
- In spite of the school's efforts, too many parents do not support the policies to promote good attendance and punctuality.

Commentary

7. Provision for the pupils' social and moral development is now good. Staff work hard to improve pupils' conduct, but their attitudes and behaviour, particularly those of the oldest, have been developed over a time when the school was very much less effective. The changes in the outside environment, with pleasant areas for different types of play, and the use of a karaoke machine, have resulted in a calm atmosphere and reductions in disputes during outside play. The school's behaviour policies are well organised so that pupils' personal circumstances are treated with sensitivity. The school has a clear and escalating system of rewards and sanctions, which all staff, including lunch-time supervisors, apply consistently and to which the pupils respond satisfactorily. Parents feel that behaviour has improved significantly since the appointment of the headteacher. There were four fixed-term and one permanent exclusion last year, for which the school followed the proper procedures. Most pupils behave satisfactorily and many behave well, although children enter the nursery with poor personal and social skills. Pupils have satisfactory attitudes to school, as was the case at the time of the previous inspection.
8. Many pupils, particularly the older ones, find it difficult to apply themselves to individual and group tasks unless the teaching is particularly focused on helping them to do that. When the teaching is not sufficiently challenging or does not stimulate their interest, they become distracted. They have a clear sense of right and wrong, as a consequence of the good provision for moral development. The pupils mainly enjoy their time coming to school and like the range of activities provided. The oldest pupils feel the school has improved considerably recently, but they are not enthusiastic about lessons. Most throughout the school are willing to take responsibility. Those who have duties perform them conscientiously, including pupils who act as 'playground buddies', befriending the lonely and resolving disputes, or as members of the school council.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	116	4	1
Mixed – White and Black Caribbean	1		
Mixed – any other mixed background	2		
Asian or Asian British – Pakistani	4		
Black or Black British – Caribbean	2		
Black or Black British – African	2		
Black or Black British – any other Black background	2		
Any other ethnic group	1		

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

9. The school works hard to promote the pupils' social development and, as a result, relationships between pupils and with adults are satisfactory. Pupils are developing the ability to tolerate one another's differences, to understand why some pupils may find it difficult to behave well, and to listen to other's views in lessons. Racist incidents are rare and dealt with very well. There are some instances of bullying, which the school mainly tackles effectively. It provides particularly well for vulnerable pupils and those who find it difficult to control their own behaviour. The work of the newly appointed learning mentor is proving very valuable in supporting these pupils. Provision for the pupils' spiritual and cultural development is satisfactory. Although acts of worship provide a satisfactory spiritual experience, there are too few occasions across the curriculum to develop pupils' spiritual awareness. There are many strategies for developing the pupils' understanding of the cultures of other countries through international work and art and design. However, the school is at an early stage in preparing pupils to live in a multicultural society.
10. Absences are about equally divided between sickness, which is typical in an area of social deprivation, and families taking holidays in term-time to take advantage of low-cost holidays. The school has good systems to monitor absence and works effectively with the education welfare service to support, encourage and enforce better attendance. The school makes sure that parents are well aware of the long-term effects of missing school. Pupils who have good attendance are rewarded. However, procedures for accounting for pupils who arrive late, and for informing parents on the same day that their child is unaccountably absent, are insufficiently rigorous.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.6	School data:	0.4
National data:	5.1	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 school provides its pupils with a **satisfactory** quality of education overall with some good features. The quality of teaching is **good** overall, although learning is only **satisfactory**. The curriculum is **satisfactory**. The pupils are cared for **well** and the school has **satisfactory** links with their parents.

Teaching and learning

Teaching is **good** overall. It is good in the nursery and Years 3 to 6, and satisfactory in reception and Years 1 and 2. Learning and assessment are **satisfactory**.

Main strengths and weaknesses

- The teachers use a good range of teaching methods that make their lessons interesting and involve pupils.
- The teachers ensure that their pupils behave well
- Occasionally, the teachers' subject knowledge is not secure enough.
- Teaching assistants make a good contribution to the work of the pupils they support.
- The setting and completing of homework are inconsistent.
- The pupils have not developed their ability to work independently or together well enough.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	4 (11%)	18 (52%)	10 (28%)	2 (6%)	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.

11. The quality of teaching and learning has improved well since the previous inspection, when there was little that was good and a high proportion that was unsatisfactory. Teaching and learning are good in the nursery, and satisfactory in reception; the nursery staff have a good understanding of the needs of these young children. They provide a good range of imaginative activities, which make learning exciting and interesting for the children. They plan carefully to balance the work for the children who attend full-time and those who are part-time. The staff in the reception class provide a suitable range of activities for the children, but opportunities are sometimes missed to reinforce previous learning. The children develop their skills and knowledge well. However, because many have poor personal and social skills when they enter the nursery, their concentration and the development of their independence are only satisfactory.
12. Teaching is usually at least satisfactory and is often good in Years 1 and 2. The teachers plan their work in detail and use techniques that interest and involve the pupils. They plan suitable levels of work for different ability groups and use the results of their assessments competently to adjust the pace of activities. Teaching is good, and sometimes very good or excellent in Years 3 to 6, although it was unsatisfactory in one lesson observed. Because the quality of teaching has improved significantly, the pupils are now achieving, and building on their skills and knowledge, well. The teachers put great enthusiasm and energy into their lessons, constantly encouraging and supporting the pupils. Behaviour is managed well and the relationships in classrooms are at least satisfactory and often good, so that the lessons proceed smoothly and at a brisk pace. As a result, the pupils usually concentrate on their work and settle to the tasks reasonably. The final part of the lesson is usually employed well to

develop and consolidate the pupils' understanding. Most teachers use questioning in a focused and probing way, to develop the pupils' thinking and assess their understanding.

13. The resources are well organised and prepared, so that the pupils' interest is maintained. The best teaching in the school demonstrates very good subject knowledge and an imaginative range of methods to ensure that pupils work hard and increase their understanding of the topic. Teaching is good in English, mathematics, science and ICT, in Years 3 to 6, and in history and art and design throughout the school, because the teachers have good subject knowledge and focus precisely on what the pupils are to learn. Consequently, pupils make good progress in these subjects, although standards remain low in ICT because the pupils started from a low point. Provision for literacy, numeracy and information and communication technology across the curriculum is satisfactory.
14. A range of assessment procedures on which to base teaching throughout the school are used satisfactorily. Test data is analysed carefully to identify those with special educational needs or those who need further support with their work, and to group the pupils for work in English and mathematics. Marking is satisfactory overall and pupils are given satisfactory guidance about whether they have achieved the aims of the lesson and what they need to do to improve. The school has recently begun to set targets for pupils in reading, writing and mathematics, and has introduced a system for the pupils to evaluate their own work and identify areas where they need to improve. These initiatives are beginning to have an impact on the pupils' involvement in their own learning.
15. Nevertheless, the pupils have not developed their learning skills at the same rate as the teaching has improved and learning is no more than satisfactory overall. While the pupils are usually attentive and listen, teachers need to work harder to gain and keep their attention than is usually the case. This is particularly true of the oldest pupils, who have experienced many years of less successful teaching. More positively, the children in the Foundation Stage learn well because they have a good attitude to their work. However, those in the rest of the school have not developed good learning habits, although those in Years 3 to 6 have built on their skills and knowledge more rapidly during this year. While their pace of work is at least satisfactory and they produce a good amount when encouraged by staff, they are still not able to work independently or with others to the degree expected for their age. They are often over-reliant on adults for help rather than having the confidence to tackle something new for themselves. Consequently, they do not always work rapidly or confidently enough.
16. Enthusiastic teaching assistants work well with the pupils they support. Teachers plan the work of these staff carefully so that they focus on the skills that the pupils are to develop and the targets for those with special educational needs. Teachers and learning assistants provide good support for individuals and groups because they plan carefully with these pupils in mind. Consequently, these pupils do well and gain in confidence. Those whose first language is not English receive good support and their achievement is similar to others in their class. Some parents work in classrooms and their support is also used well. However, the support that parents provide for their children to complete their homework is not effective enough overall. The use of homework is inconsistent between classes and some pupils are set work only intermittently. However, when homework is set regularly, many do not complete it.
17. On the rare occasion where the teaching is unsatisfactory and the pupils' progress is limited, it is because the teacher does not have the necessary subject knowledge and the curriculum has not been developed sufficiently to support their planning. Consequently, they do not develop the pupils' skills and knowledge adequately and progress is not maintained. Occasionally, when the teaching is satisfactory overall, the whole-class teaching is very good, enthusing and involving the pupils. However, the follow-up activities are too complex or confusing so that the good initial progress is not maintained at the same rate.

The curriculum

The curriculum is **satisfactory** overall. Opportunities for enrichment are **very good**. Accommodation is **good** whilst staffing and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum is good for the nursery and reception children and for art and design and history.
- The curriculum for religious education, geography, design and technology and music is unsatisfactory.
- Arrangements for teaching English and mathematics in Years 1 and 2 sometimes hamper progress.
- The very good enrichment extends pupils' understanding of the wider world.
- Provision for pupils with special educational needs is good.
- Accommodation is good and the school provides a bright and attractive environment.

Commentary

18. The curriculum for the Foundation Stage is good. Teachers provide a good range of activities and achieve a good balance between independent activities and those directed by staff. The teachers are well qualified and have the valuable support of learning support assistants and parent helpers. The accommodation is used well and provides sufficient space to allow good opportunities for activities in each area of learning. Resources, including the provision of an outdoor area, are good and are used well.
19. The school provides a curriculum that meets the requirements of the National Curriculum, as it did at the time of the previous inspection. The school has focused, appropriately, on improving standards in English, mathematics and science during the last two years. Good developments, such as the involvement of an artist in residence, have enlivened the curriculum in art and design and consequently the pupils achieve well. The curriculum has also been improved in history and ICT. However, less emphasis has been placed on some other subjects, particularly geography, religious education, design and technology and music, although improvement is underway in the music curriculum. The way in which the timetable is organised in Years 1 and 2, so that English lessons are followed immediately by mathematics lessons without a break, means that the pupils' concentration sometimes flags.
20. Provision for pupils with special educational needs is good. Effective arrangements identify the pupils who require additional support and for providing them with the help they need. The individual education plans are very specific about where the pupils need to improve and there are very clear methods for bringing about the progress required. The plans have clear and specific success criteria and are reviewed regularly. Provision for the pupils whose first language is not English is good. Their needs are identified effectively and suitable external services involved. The teaching assistants who work with these pupils provide good support.
21. There is a good programme of personal, social and health education, and the pupils' personal development is an important part of school life. Sex and relationships education and drug awareness form an effective part of the personal, social and health programme. The school is currently involved in the 'Healthy Schools' initiative update.
22. Extra-curricular activities enhance the curriculum very well and extend the pupils' understanding of the wider world. Enrichment activities are wide-ranging for pupils of all ages and are open to all. These include visits to local museums and theatres, residential weekends, visitors to school, work with the local community, involvement with a local musician, artist and sports clubs. The school has many after-school clubs, which are well attended and very popular. There are many international links. Teachers have visited Uganda and Japan and have met with colleagues from Norway, Portugal and Denmark in order to share good practice

and create links between teachers and pupils. These international links have considerably enriched the curriculum. They have gone some way to broaden the pupils' limited geographical knowledge as well as to develop their cultural awareness. The recent 'International Week' extended their understanding well.

23. The accommodation is attractively decorated and well cared for by the conscientious caretaker. Every effort has been made to make this large Victorian building a suitable learning environment for its pupils. The library and computer suite have improved provision for pupils and are used by both infant and junior classes. Spare classrooms are used purposefully for an artist in residence, as a designated music room, as well as a resources room. The outdoor environment has been sympathetically improved by the caretaker, the school council and the parents/governor and pupil gardening club, who are justifiably pleased with their achievements. Facilities for those with disabilities are good. Resources throughout the school are satisfactory overall and are adequate for all pupils, and are good in the Foundation Stage. Some subjects have limited resources, for example geography and religious education, but wherever possible, co-ordinators make good use of services that loan out equipment.

Care, guidance and support

The school has **good** procedures for ensuring pupils' care, welfare, health and safety and gives pupils **good** support, advice and guidance. The school's involvement of pupils in its work and development is good.

Main strengths and weaknesses:

- Child-protection procedures are rigorous and all staff are well informed about correct procedures.
- Procedures for monitoring and promoting health and safety are good.
- Individual pupils are well cared for and feel they can turn to someone they trust for advice and support.
- The effective use of the school's council has led to good improvements in facilities.
- Some pupils are concerned about the level of misbehaviour.

Commentary

24. Staff have been trained in child-protection procedures which conform to local guidelines. Suitable procedures are in place for reporting concerns and all staff know what to say to pupils who raise such concerns. Where serious cases arise, links with local supporting agencies are effective. Staff and governors regularly assess premises for risks and take effective remedial action. Equipment is checked regularly. When pupils are taken off site, the school follows the correct procedures for assessing and recording any potential hazards and the preventative measures required. Although the building is old, it has been made accessible to those in wheelchairs and the school has plans to cater for those with other disabilities, should it be required. First-aid trained staff are available to treat minor injuries and care for sick pupils.
25. The staff know the pupils' needs and circumstances very well and support them well individually. Pupils with emotional and behavioural difficulties are given good support in lessons and spend time with the learning mentor to help them deal with their problems. A breakfast club is used regularly by about 30 pupils and the staff have noticed the improvement in attention and behaviour of some who attend. Most pupils feel secure, although a small number complain about being bullied. The school has good procedures for tackling this, but these are evidently not totally effective. Around one in 10 parents believe their child is bullied sometimes. Pupils know and accept the rules and most understand their importance and recognise that they can bring order to school life. Pupils are rewarded for consistently good behaviour and good attendance, but not all feel that the behaviour strategies are effective enough.

26. Pupils are consulted well about how their school should improve, although this has so far been largely linked to the physical environment and the recipients and organisation of charitable fundraising. Each class elects two councillors to the school council who raise issues brought to them by their class and report back on the outcome. Councillors take their work very seriously and all pupils are very impressed with the results of their efforts in improving playtime facilities. This is also an effective way of promoting social development and citizenship.

Partnership with parents, other schools and the community

The school has **satisfactory** links with parents and other schools. Links with the community are **very good**.

Main strengths and weaknesses:

- The school provides good information to parents.
- Although a number of parents give their child regular help at home, too few are involved in their child's education.
- Very good links with local people and organisations extend the experience of pupils and give financial aid to the school.
- The school listens to parents' concerns and resolves most problems effectively.

Commentary

27. The school works hard to involve parents in the life of the school, and the regard in which parents hold the school is much improved on a couple of years ago. Parents are given good-quality information, both when their child begins school, and throughout their time there, about what is taught, and how it is taught. The annual pupil reports are thorough and describe what each child can do in every subject, and how each one needs to improve. The reports also describe their personal development well. Parents have good access to the staff and can discuss their child's progress, although many do not take advantage of these opportunities. Almost all who responded felt that the staff are approachable and that their concerns will be dealt with rapidly and effectively. The school seeks parents' views and takes them into account.
28. Some parents hear their child read at home and give good support with homework, but too many do not, and this hinders progress. Attempts by the school to involve more parents, for example as 'reading buddies', have foundered for lack of support. Courses organised by the school to help parents give support at home, which is an important aspect of improving standards, have been very poorly attended. On the more positive side, a small core of dedicated parent volunteers give much valued support in school and can be relied on to volunteer for support courses and activities. A group of parents improves the environment significantly by helping with the grounds and gardening.
29. The school has successfully worked to re-establish the belief and support of the wider community from a very low ebb. As a result, many local organisations work with the school to enrich the curriculum and make pupils' work more relevant to local life. There are many examples; just two are the unlikely link between local health professionals and a wood sculptor to enrich both art and awareness of healthy living, and the sponsorship with money and staff from a local insurance company for the major and much-needed improvement to the school's playgrounds. The arts have been particularly well supported by local musicians and artists and the local football club supports a scheme to encourage reading. The involvement of local actors in promoting the pupils' understanding of a range of issues through drama is particularly effective. In turn, the pupils regularly contribute to the community by raising very creditable amounts for charity. The school also has a valuable link with the University of the Third Age.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership of the headteacher and key staff is **good**. Management is **good**. Governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher and deputy headteacher provide good leadership and some aspects are very good.
- Effective management has brought about improvements in teaching and the use of assessment to identify areas where development is needed.
- Subject co-ordinators are having a positive impact on most areas.
- The school has a good understanding of the barriers to its progress and is taking firm action to deal with them.
- The governing body is developing its work well under dynamic leadership.

Commentary

30. Since she was appointed 18 months ago, the headteacher has brought a clear vision of how the school needs to improve and has successfully motivated others to share her determination to raise standards. Working closely and effectively with the deputy headteacher, she has reached a good understanding of the strengths and weaknesses of the school. There is a strong sense of teamwork among staff and governors. The quality of teaching and learning has been monitored rigorously, which has informed the drive to raise standards. The need to further develop the role of senior managers has been recognised and the school has been involved in the national Primary Leadership Programme during the past year. However, this initiative is in the early stage and has not had full impact upon the school.
31. The management of the school is good. Until the appointment of the headteacher, the school had not analysed information from test results adequately, tracked pupils' progress or assessed with sufficient regularity or precision. This has been addressed well and there is now a secure bank of assessment information that is used effectively to track progress and identify areas for improvement. These thorough systems ensure that the school knows precisely which priorities need to be addressed most urgently. The planning for improvement is satisfactory and effective action is taken to tackle the areas identified. Performance management systems are in place and operating satisfactorily. All staff objectives and continuing professional development are linked clearly to the school's plans for improvement.
32. The majority of subject leaders now have a strong role in decision making. However, some are new in post and are therefore only recently beginning to play a leading part in their subject's development. Subject leaders are beginning to monitor and evaluate progress and standards in a number of ways, including the monitoring of teaching, revision of planning and analysis of work. This has led to good improvement in the quality of teaching so that the pupils make better progress. Nevertheless, the drive for improvement has been hampered by the unenthusiastic attitudes and learning habits that the pupils have developed over past years when the school and the teaching were not sufficiently effective. In addition, too few parents have supported their children's education. The school has identified these barriers and is making strenuous efforts to overcome them.
33. Since the last inspection, there have been a number of changes to the membership of the governing body. It is now well organised and fulfils all of its duties to a satisfactory standard. The new chair of governors has had a very positive impact, despite having been in post for a relatively short period of time. Governors have been fully involved in drawing up the new school improvement plan. The headteacher provides good-quality information to support governors in their monitoring and evaluation work. This has resulted in governors having a better grasp of how the school has improved and the areas in which it still needs to do better. Governors have closely monitored the progress of the school since its last inspection two

years ago. Committees understand their roles and responsibilities, and have begun to monitor and evaluate the different areas of the improvement plan. A self-evaluation system has been put into place. This has ensured that governors are aware of their strengths, as well as areas that they need to develop, such as a more structured approach towards classroom visits.

34. The school secretary fulfils her duties efficiently and effectively. Financial systems are managed well. Strategic planning is linked closely to financial decisions, and the finance committee regularly reviews and evaluates the school's current financial situation. The school has recently been audited, and is aware of its strengths and weaknesses in this area. The issues identified have been addressed.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	664,861	Balance from previous year	43,183
Total expenditure	692,539	Balance carried forward to the next	15,505
Expenditure per pupil	3,980		

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 **good**.

35. The nursery admits children from the age of three on a part-time basis, although 10 children attend full-time. There is a welcoming entrance, where parents are able to read important information regarding the curriculum, visits, courses and health issues. The nursery has two part-time teachers and reception has one full-time teacher. They provide satisfactory leadership and management, plan together well and provide an interesting range of well-considered activities. Careful planning in the nursery ensures that full-time children's learning in the morning is not repeated in the afternoon sessions. Provision has improved since the previous inspection.
36. Children's achievement in all of the areas of learning is good because teaching is good and the children learn well in the nursery, and satisfactorily in the reception class. Children in the Foundation Stage start school with standards well below those expected for their ages, particularly in communication, language and literacy and personal, social and emotional development. Each class is supported by capable and experienced learning support assistants, who support teachers, parents and pupils well. Children with special educational needs receive good support and make good progress.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children made good progress in developing personal and social skills.
- The school provides an effective range of activities that enhance children's development in this area of learning.

Commentary

37. Teachers and learning support assistants are consistently calm and reassuring in their dealings with the children, whilst always looking for opportunities to reinforce good behaviour and develop learning. The children achieve well in developing their social skills because teaching and learning are good. High emphasis is placed on providing activities that develop the children's independence and ability to make choices. As a result, they choose activities thoughtfully at the start of the session by having a 'telephone conversation' with the class teacher. This helps them to make reasoned choices as well as encouraging speaking and listening skills and helping them to focus on a task. In the nursery, the children are encouraged to work together, to share and be kind to one another. The children are comfortable with the teachers, support staff and many parent volunteers and friendly towards visitors. When one child was upset on entry to nursery, the other children offered ideas about how to settle their friend, which shows a strong sense of self as a member of a community. In reception, most children work well together and are often sensitive to the needs of others. They sustain concentration for longer periods of time, which enables them to focus on learning activities more successfully. Nevertheless, standards are still below those expected by the time they enter Year 1 because these skills are particularly low when the children start in nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- The children make good progress in this area of learning.
- High priority is given to the teaching of speaking and listening skills.
- The lessons in the reception class are sometimes too long.

Commentary

38. Teaching and learning are good so that children achieve well. Language development is the cornerstone for all activities in the Foundation Stage. Although the children's attainment is below that expected by the end of the reception year, this represents good progress given their low standards on entry. Teaching through common themes such as 'Bears' gives good opportunities for language development throughout the curriculum. Both the nursery and reception classrooms are attractive and rich in language, with displays accompanied by clear, simple labels. Children who are learning to speak English as an additional language and those with special educational needs are supported well and consequently make good progress. Teachers make good use of questioning techniques that encourage involvement of all children. The use of old telephones engages the children in one-to-one conversations with adults. Teachers and other adults make sure they demonstrate the kinds of spoken language they want to encourage, so that children with limited vocabulary and poor sentence structures develop their speaking skills.
39. Early attempts at writing are a part of every session and all children are expected to record work in their writing book. In the nursery, most children know what the marks on their page say, but many hold writing implements incorrectly. By the end of the reception year, they are much better at it, and more confident in their attempts at writing. A small group of more able children write labels on a diagram of a teddy bear. Good listening skills are encouraged at all times in this quiet and calm atmosphere that adults reinforce by praising children's attentiveness. The children enjoy listening to short stories and are beginning to listen well to each other, but few choose to look at books during independent activities. In the reception class, the teacher makes use of the final sessions for the children to share their work. This is good practice, but when the sessions in reception are sometimes too long the children lose concentration and do not listen well.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Mathematical development is a significant focus for the work in the Foundation Stage.
- The outdoor environment is used well as a resource for learning.
- Not every chance to reinforce the children's learning is seized in the reception class.

Commentary

40. The children make good progress in the nursery because of the good teaching there, and good opportunities throughout the Foundation Stage to learn through practical experiences that are interesting and planned for their level of development. The activities are often linked to the theme and designed to engage the children's imagination. The achievement of boys and girls of all levels of prior attainment is good. However, overall, most do not meet the standards expected for their age by the end of the reception class because they have a

significant amount of ground to make up from their low standards when they start school. In reception, where the teaching is satisfactory, the children have an adequate range of activities, but sometimes opportunities are missed to reinforce previous learning.

41. In the nursery, there is a consistent approach to mathematical development through all play activities, in which previous learning is reinforced and built upon and new mathematical concepts are clearly presented. Lessons are particularly good in making use of the outdoor environment, where children match numbers on their bikes to markings on the playground and count the number of bricks in a tower that they have built. Water and sand trays are available both outdoors and indoors to develop the children's understanding of capacity through play. A designated number corner in the nursery is well equipped with a wide variety of resources, but number work is designed to happen everywhere in the area, not just in one place. The result is that children understand how numbers can be found and used anywhere.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Teachers use a wide variety of interesting practical tasks and experiences.
- Good use is made of the local environment, places of interest and visitors in school.

Commentary

42. All children achieve well because the teachers provide good opportunities to develop children's curiosity about the world around them. They make good progress in their learning as a result of good teaching, particularly in the nursery. However, many have not attained the level expected for their age by the end of the reception year, because of their low starting point. The children are encouraged to use their senses and look carefully at mini-beasts and other animals. Very successful visits have taken place to the local shops as well as Aston Court for an autumn walk. Visiting Noah's Ark Farm gave children the opportunity to experience life outside their local community, where they were able to handle small animals. The reception class produced a book of photos, including independent writing, as a reminder of their day. The children were stimulated to write about their feelings and their senses. The visit prompted work on this theme when they were back in school and the staff initiated a wide variety of learning activities in all areas of learning. The visit of the nursery class to the local shops encouraged them to be more aware of their neighbourhood, helping to develop their sense of community as well as promoting a sense of place and understanding of local culture. In reception, the travels of 'Barnaby Bear' through the world and his journeys shown on a world map give the pupils a sound understanding of the wider world. Provision for religious education is good and the children are given ample opportunity to reflect on beliefs and values.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Good use is made of the outdoor environment.
- There is a good range of resources that are used well in the nursery.
- Activities in the reception class are not always challenging enough.

Commentary

43. Because teaching and learning are good, the children progress well over time in developing their physical skills, although many will not attain the expected goals for their age by the end of the reception year, because of their low starting point. The teachers and learning assistants plan a variety of activities carefully to enable children to practise their physical skills, using a wide range of both small and large equipment to develop control and co-ordination. Resources are good, labelled clearly and stored carefully so that children can easily reach them. The children are encouraged to use everything properly and with care, for example at the painting easel they are expected to hold the brush correctly and paint with care and attention. They develop their skills well by using a variety of tools, including scissors, pencils, paints and crayons as well as construction material and toys.
44. The outdoor environment is well equipped and offers opportunities for imaginative play as well as challenges for climbing and balancing. There is a good range of activities and games provided, including large building blocks, bikes, scooters and trucks as well as climbing frames and a fort. The children use them well, take turns and play imaginative games together. Reception class children make good use of the large playground for outdoor games. They use a wide variety of small equipment and are developing their control and co-ordination. However, the activities and simple games are not always challenging enough to extend their skills.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weakness

- There are regular opportunities for children to make their own choices.
- Children are given many good opportunities to use their imagination in art, music and role-play situations.

Commentary

45. The children achieve well over time because of the good quality of teaching and learning, but standards are below those expected by the time they enter Year 1 because they started from a low point. The teachers and learning support staff provide the children with a wide range of good opportunities to develop their creative skills and imagination. The nursery offers a rich environment that promotes and displays children's creative efforts, including imaginative play areas within each classroom in the Foundation Stage, the 'Three Bears Cottage' and a 'bear cave'. Activities are linked to favourite stories related to the current theme. Adults in the rooms relate well to the children and encourage them in their creative play by asking stimulating questions.
46. 'Bill the Music Man' and 'Dora the Explorer' are frequent visitors to the Foundation Stage. Both provide opportunities for the children to extend their knowledge and understanding of the world as well as their creative development. The children have had the opportunity to try a range of musical instruments and sing simple songs and rhymes. ICT is used satisfactorily. Two computers in both teaching areas are used effectively throughout the day. The children enjoy making models and are creative in their efforts. They are keen to share what they have done and are developing the correct vocabulary to do so. In the reception class, children are encouraged to share their creative efforts with the rest of the class at the end of the session. When not too long, this sharing session promotes active listening and helps to develop speaking skills as well as recognising creative development.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND A MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good in Years 3 to 6.
- Learning support staff work effectively, particularly with pupils with special educational needs and those whose first language is not English.
- Too few pupils read for pleasure at home.
- Teaching methods and activities suit the needs of the pupils well.

Commentary

47. Standards in reading and writing at the end of Year 2 were below the national average from 2001 to 2003. In 2004, the test results were average in reading and below average in writing, but both were above the average of schools in similar circumstances. The attainment of the pupils presently in Year 2 is below the expected standards in speaking, listening, reading and writing, although achievement is satisfactory over time. Improvement since the previous inspection has been good, particularly in writing where standards were very low.
48. At the end of Year 6, test results for 2003 and 2004 show that standards were below the national average. However, the results also show that standards in English are rising faster than the national picture, although they are still below those of schools in similar circumstances. Standards are well below average in all aspects of the subject for those pupils currently in Year 6 and to a lesser degree those in Years 3 to 5. This is because they experienced considerable disruption and less effective teaching over many years and had a significant amount of ground to make up. Achievement is satisfactory in Year 6 over time, but pupils in Years 3 to 6 have made good progress and achieved well this year because the teaching is good and has recently improved significantly. Standards in Years 3 to 5 are below, rather than well below, those expected. Pupils with special educational needs and those whose first language is not English do well because they are supported effectively.
49. A significant factor influencing attainment is the low level of language and literacy skills of many children when they first come to school. For example, pupils' limited vocabulary affects their capacity with regard to explaining ideas, not just in English, but in other subjects too. Such difficulties also influence the extent and quality of their response to stories and text, and in turn limit the quality of their writing and inhibit attainment at the higher levels. The school is tackling these weaknesses well by concentrating on improving speaking and listening throughout the curriculum, including the involvement of a local theatre group. However, this work has not made a full impact upon standards. Handwriting and presentation are satisfactory.
50. Standards of reading in Year 2 are below the national average, but the pupils make satisfactory progress. This is because of the impact of specific reading sessions, with pupils' reading skills being developed by effective guidance by the learning support staff. Some pupils read at home, but many are not supported frequently enough at home for them to develop their full potential. Attainment has declined somewhat from 2004 because fewer pupils are reaching the higher level. Standards in reading in Year 6 are well below those expected. The pupils are encouraged to take books home, but not all do so on a regular basis.

Many pupils read hesitantly and only understand the text at a superficial level. Some pupils are unaware of the difference between fiction and non-fiction texts.

51. The school has rightly identified writing as a weakness across the school. There is a good range of opportunities for pupils to write independently and for a range of purposes, but opportunities to write imaginatively and in an extended way are less evident. An overall weakness in writing is the pupils' spelling. They lack the relevant skills and strategies to spell more complex words successfully because they have not developed the skills over the years, and this inhibits writing. Pupils with special educational needs and those whose first language is not English achieve well when they are working towards targets in their individual educational plans. The support they receive from teaching assistants helps them to develop their skills and knowledge well.
52. The quality of teaching is good overall. Teaching and learning are satisfactory in Years 1 and 2. New strategies to strengthen the teaching of speaking skills and the pupils' knowledge of sounds have deliberately been targeted at creating competence in these areas. Where lessons are more successful, teachers focus carefully on different ways of asking questions, which ensure that pupils begin to hear and use a wider variety of words. When the teaching is lively, imaginative and encouraging, and where pupils are fully involved, learning is enhanced. Teaching in Years 3 to 6 is good, and has improved significantly since the last inspection. As a result, pupils in these years make good progress and are achieving well. Where teaching is at its most effective, there is a good emphasis on different uses of language and helpful links are made with other subjects. A wide variety of teaching techniques are used successfully to ensure that all pupils are fully involved, and interest and motivation are sustained. Nevertheless, learning is only satisfactory throughout the school because the pupils have not developed the independent and collaborative skills they need and many are held back by their poor literacy skills.
53. The English curriculum is satisfactory. The leadership and management of the subject are good. The subject leader has evaluated the strengths and weaknesses of the subject effectively and has implemented an effective action plan for improvement. This has led directly to the improvements in teaching and achievement. The progress of individual pupils is now tracked carefully, so that their individual needs can be met.

Literacy across the curriculum

54. The development and use of literacy skills across the curriculum is satisfactory. The development of speaking and listening skills is targeted well across all subjects, and is beginning to have a positive impact upon learning. The pupils have many opportunities to use and develop their reading and writing skills in other subjects, through, for example, research and writing their own accounts in history.

Modern foreign language

55. Not enough evidence was collected to allow overall judgements to be made about standards, achievement or provision in **French**. One French lesson was observed with pupils in Year 4, where the teaching and learning were outstanding. In this lesson, the class teacher demonstrated an excellent knowledge of the subject. Resources were used very well indeed in order to move learning on. For example, the teacher used the interactive whiteboard to remind pupils of previous learning, linking words and pictures. This helped all pupils to visualise the names of the objects that they had learned. The teacher had high expectations of the pupils, and used classroom displays, conversation and games to enable the pupils to achieve very well. Their standards were higher than expected for their age. Pupils throughout the school have had good opportunities to learn about French life and culture, as part of an 'International Week'.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils are making good progress in Years 3 to 6.
- Provision is improving because the school has focused specifically on raising standards.
- Assessment and target-setting procedures are developing well.
- Weak numeracy skills hinder progress for the oldest pupils.

Commentary

56. The test results at the end of Years 2 and 6 have mainly been well below the national average for some years, but have shown a recent improvement, particularly for Year 6, where the test results have risen rapidly. In the 2004 national tests at the end of Year 2, the results were well below the national average and below those in similar schools. The results at the end of Year 6 were below, rather than well below, the national average and were similar to the average of similar schools. Provision has improved well since the previous inspection because teaching, and the leadership and management of the subject are better.
57. Standards at the end of Year 2 have improved and are below the national average this year. Most current Year 2 pupils are on course to reach average standards, but few are likely to reach higher levels. They have reasonable computation skills and the ability to apply these to mathematical problems. The achievement of the pupils in Years 1 and 2 is satisfactory because the teaching they receive is competent. Teachers monitor the progress that pupils make in lessons and adjust their teaching to account for progress being made. They have a secure understanding of how to develop the pupils' skills and knowledge and plan carefully to build on these.
58. Pupils currently in Year 6 demonstrate well below average standards, but they achieve satisfactorily over time. Only just over half of pupils in Year 6 are on course to attain the expected standards, with few reaching the higher levels, because many of this year group have joined the school recently and there is a high proportion with special educational needs. They have, in addition, experienced significant disruption in the teaching they have received over a number of years and have much ground to make up. Nevertheless, the pupils in Years 3 to 6 have made good progress this year because they are now taught well. As a consequence, those in Years 3 to 5 are attaining standards that are below, rather than well below, those expected.
59. Teachers throughout the school have good subject knowledge and build carefully on the pupils' skills and understanding. The pace is brisk and good attention is paid to the improvement of the pupils' ability to use and apply their knowledge. However, pupils' learning is satisfactory throughout the school because many find difficulty in applying themselves to work and have not developed good learning habits over the many years when the teaching was less successful. Although there are encouraging signs that the school's strategies for engaging them more in the learning process are starting to have a positive effect, a few of the oldest pupils, particularly the more able, have not attained standards in line with their ability. Those pupils with special educational needs receive good support and consequently also make good progress, achieving well.
60. Teaching is good overall, particularly in Years 3 to 6, where it is often very good and the teachers work hard to engage and involve their pupils. Their lessons run smoothly because they ensure that the pupils behave well. The planning is good and teaching assistants offer positive support in group activities, enabling pupils of all abilities to succeed. A specific focus on improving mental skills is having success, although Year 6 pupils are often held back by

their lack of numeracy and problem-solving skills and the significant amount of ground they have to make up. When working on problems, many of these pupils do not know what to do and have difficulty working out simple calculations. Teachers' expectations are usually high and the work is often demanding, although the more able are occasionally set the same work as those of average ability. Marking is satisfactory and teachers show pupils how well they have done and, sometimes, what they need to do next. ICT skills are being used and developed satisfactorily and sometimes well through mathematics.

61. The leadership and management of mathematics are good. The subject leader has a clear sense of direction and a good understanding of strengths and weaknesses. Appropriate measures have been implemented to eradicate the shortcomings and further raise standards. Few assessment systems existed at the time of the previous inspection and these are now improving rapidly, so that teachers have secure information on which to base their planning. The pupils now have targets for their work in mathematics and these are becoming more central to teaching and learning. Plans to further improve standards are satisfactory.

Mathematics across the curriculum

62. The use of mathematics across the curriculum is satisfactory overall. Mathematical skills, such as measuring and data-handling, are developed further through subjects such as science and ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a good emphasis on investigative activities.
- Teaching styles and activities are varied, and suit the range of pupils' needs.
- There is a good cross-curricular approach to developing scientific knowledge and understanding.

Commentary

63. The teachers' assessments in science for pupils at the end of Year 2 in 2003 and 2004 indicate that standards were well below average. The results at the end of Year 6 have been average compared to schools nationally, and compared to similar schools. The standards in the present Year 2 are below average, but in Year 6 they are well below average. The pupils throughout the school are making good progress and in all years, except Year 6, their achievement is good. Achievement in Year 6 is satisfactory but it is not as strong as in other year groups because these pupils have had a disrupted experience in the past and many have joined the school only recently.
64. Pupils achieve well in science because the teaching is good, and the curriculum is satisfactory overall. Those with special educational needs also do well because they receive good support. This is an improvement since the last inspection. However, the pupils' learning is often hindered by their lack of literacy skills and is satisfactory overall. The teachers are successfully overcoming this hindrance to learning by using a variety of teaching styles which suit the needs of all learners. For example, in one very successful lesson in Years 3 and 4, a visiting drama group worked with the pupils to demonstrate forces in action in a physical way. This proved to be a very good cross-curricular approach to developing scientific knowledge and understanding and listening skills through drama. However, standards are low because the pupils' speaking and listening skills are not sufficiently developed to allow them to articulate hypotheses and draw conclusions effectively. In turn, this limits some pupils' ability to write down their findings and thoughts. They have not developed the capacity to work alone or in groups to devise their own tests and carry them out.

65. The science curriculum is planned carefully, with teachers ensuring that there is a good balance between pupils acquiring new knowledge and developing their scientific skills. Pupils have a variety of experiences across the school of planning and carrying out their own investigations. ICT is used successfully within this process, with opportunities for pupils to record their answers in different ways, such as taking photographs. Pupils throughout the school have a secure understanding of the need for a fair test. Good support is given in science lessons by teaching assistants who help pupils to compare results and draw conclusions about their findings by using good questioning. The school is increasing the opportunities for the pupils to write about their observations and experiences, although this is still at an early stage.
66. The leadership and management of science are good. The subject leader has a secure knowledge of the subject, and has identified the strengths and weaknesses throughout the school. She has monitored teachers' planning, led training, and observed teaching and learning throughout the school. She has begun to track the progress of individual pupils in each year group, but because these systems are relatively new, they have not had a significant impact upon teaching and standards overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils are making good progress.
- The staff use the technology well.
- Good leadership and management of the subject have promoted rapid improvement.

Commentary

67. Standards are below those expected throughout the school because the pupils have underachieved in the past, over many years. However, they are now making good progress because a satisfactory curriculum has been implemented, staff have developed their competence with enthusiasm and the resources have been built up. Improvement since the previous inspection two years ago, when provision was unsatisfactory, has been good.
68. Standards are better in some aspects than in others for all year groups because the pupils have started from a low point due to a lack of resources and unsatisfactory teaching. Keyboard skills throughout the school are underdeveloped and the pupils have not had sufficient experience of control technology or the presentation of data. Competence is better in word-processing and spreadsheets. A few pupils are making more progress because they have access to computer programs at home.
69. Teaching and learning are good overall. Teachers are clear about the skills to be developed and build very carefully on the pupils' previous learning. The lessons are well prepared and the resources support the pupils in moving on rapidly. Teachers have secure subject knowledge and use the technology, such as digital cameras, readily in lessons across the curriculum, so that it is a habitual part of their teaching. Where the school does not have sufficient high-quality resources, it uses those of the local education authority to enhance the pupils' skills. It is evident from the pupils' work and discussions with them that they are now making good progress throughout the school. They enjoy the subject, concentrate well and build securely on their skills and knowledge.
70. Leadership and management are good. The subject leader has very good subject knowledge, and has a thorough understanding of the shortcomings in the pupils' attainment through rigorous monitoring and evaluation. She has taken thorough steps to improve provision and

has a clear idea of how the further issues can be addressed. Assessment is satisfactory and strategies have been introduced to enable the teachers to match the work more accurately to the pupils' attainment. The computer suite is a good resource, used regularly, and the school has a useful range of software.

Information and communication technology across the curriculum

71. The use of ICT across the curriculum is satisfactory. The pupils' use of a range of programs and resources, for example word-processing their writing, producing graphs and pictures and carrying out research in subjects like history and art and design, is all satisfactory. Pupils in a Year 3 and 4 class used the BBC website as a good resource when investigating methods of composing music.

HUMANITIES

There was no judgement on provision in these subjects in the previous report.

Geography

72. It was not possible to judge provision for geography because the subject was not being taught during the inspection. However, standards are below average at the end of Year 2 and well below average at the end of Year 6. Pupils' achievement over time is poor because the subject has received little attention in the past. This was due to the concentration on raising standards in literacy and numeracy because of the considerable difficulties the school was facing and high levels of ineffective teaching.
73. The pupils in Year 2 are developing their knowledge and understanding of local places and areas around the school satisfactorily. The more able pupils describe and express opinions on features around the school, but their attainment remains below expectations. Analysis of the pupils' work and discussions with those in Year 6 demonstrate that their skills, knowledge and understanding are poor. Work in books is limited throughout the school, with a concentration for all classes on the local area. The pupils have little knowledge of key geographical information, such as location of countries, climates and features. They struggle to use geographical vocabulary and are unable to compare and contrast two differing localities.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teachers use a wide range of methods to teach history in a lively and stimulating way.
- Challenging questions and explanations by the teachers and learning support assistants promote learning and understanding.
- The subject does not always make a sufficient contribution to the development of pupils' literacy skills.

Commentary

74. The pupils make good progress through the school, from below expected standards when they enter Year 1, and achieve well. Because teaching and learning are good, standards in history are similar to those in other schools at the end of Years 2 and 6. The range of the curriculum and breadth of topics covered are secure. Learning is good in history because there are many opportunities for speaking and listening, and activities suit the needs of the various learning styles of pupils. The pupils in Year 6 have a sound understanding of how historical evidence is collected, and explain how people lived in the past. They have used ICT

to organise their research and present their findings, which has sustained interest and motivation for the subject. Pupils in Year 6 have a sound knowledge of the major historical events in the last 2000 years. However, opportunities for writing in an extended and creative way are not always seized upon in history lessons throughout the school, for example in the form of accounts, diaries and poems.

75. The quality of teaching is good in lessons and over time and therefore the pupils make good progress as a result of effective leadership and management. Drama was used well for Year 1 pupils, who acted out life in Scutari hospital, dressed in period costume. Achievement in this lesson was good because it was lively and varied, cross-curricular in nature, and was appropriate to the individual needs within the class. In Years 3 and 4, historical skills were developed well through a visit from a local archaeologist. Challenging questions by the class teacher enabled all pupils to think carefully about the artefacts they were handling, and use evidence to build up a picture of life in the past. As a result, achievement in this lesson was good.

Religious Education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Insufficient time has been spent on the teaching of religious education.
- Pupils' attitudes to religious education in Years 5 and 6 are poor.

Commentary

76. The standards that the Year 2 pupils reach are below those expected by the locally agreed syllabus for pupils of this age. For the present Year 6, standards are well below expectations. Achievement has been unsatisfactory over time because there has been too little attention paid to the subject and teaching and learning were not sufficiently effective over many years. Whilst some teaching and learning observed during the inspection were satisfactory, they are unsatisfactory overall. Teaching in Years 1 and 2 was accurate, and activities were planned at a different level for the Year 1 pupils in the class. However, opportunities were missed to extend pupils' learning and further pupils' knowledge about the 'specialness' of the Bible, which in turn would also have enhanced pupils' spirituality. Few pupils recall previous learning on Holy Books from other faiths. Although pupils enjoyed listening to the story of Noah's Ark, most had difficulty in describing the beginning, middle and end when completing a zigzag story book. They also had difficulty in describing why the Bible is special.
77. In Years 5 and 6, the pupils were audibly disappointed when the teachers announced that it was time for religious education. They were unable to recall simple facts from their previous lesson. Following a short discussion about the need for rules, only one pupil could recall that the Ten Commandments were rules for Christians to live by, even though evidence in books shows that pupils had covered this area of the curriculum. Pupils showed a lack of interest in the main objective of the lesson, which was to investigate the Five Pillars of Islam. This was because the pace of the lesson was slow, resources were limited and teacher's knowledge was insecure.
78. An analysis of pupils' work across the whole school demonstrates that pupils in Years 1 and 2 have limited understanding of other faiths. In Years 3 and 4, the pupils have studied a much broader curriculum and have been given time for individual reflection on the qualities of leadership and the identification of the six major religions. However, in Years 5 and 6, the pupils' work is generally poorly presented and shows a lack of depth of knowledge and application, and is confined mainly to the retelling of Biblical stories.

79. The recently appointed subject leader provides satisfactory leadership and management. She monitors planning frequently and has worked hard to implement the newly adopted locally agreed syllabus. She has a secure understanding of standards throughout the school and has appropriate plans to improve provision and resources during the next academic year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was no judgement on provision in these subjects in the previous report.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- The school uses a very wide range of imaginative strategies to develop the pupils' abilities.
- The use of specialist teaching is having a positive impact on attainment.

Commentary

80. Standards by the end of Years 2 and 6 are similar to those in other schools, but the pupils' achievement is good, given their lower than expected standards at the beginning of Year 1.
81. Although most pupils throughout the school have skills at the expected level, the range of work produced is considerably wider than is usually seen. This is because teaching and learning are good in all years and the school has made use of expertise from many sources in order to improve attainment. Much of the work during 'International Week' helped to develop a good appreciation of art from other cultures, such as that from native Australians and Uganda. A visual artist worked with the Year 3 and 4 pupils to make very effective shadow puppets, based on Indian techniques, to tell a traditional story. The pupils have developed their own skills well through study of a wide range of artists. The work of the artist in residence with pupils throughout the school has resulted in some very careful portrait and pattern work. The use of teachers with expertise in other classes than their own has helped to focus the pupils' attention on the skills and techniques they are developing. Because they find the work engrossing, the pupils learn well, even those who find difficulty in concentrating in other subjects. In two lessons observed with the Years 5 and 6 pupils, the pupils worked quietly and with intense concentration. They were trying their best to decorate their interesting and often imaginative clay pots.
82. Leadership and management are good. The subject leader has a clear understanding of standards and progress in the subject and has used her expertise to introduce many of the initiatives that are leading to higher standards. She has recently implemented a new and more effective scheme of work, which gives detailed guidance on how skills will be developed in specific areas. The involvement in community arts projects extends the pupils' understanding of their place in the community and makes a good contribution to their cultural development. Consequently, the recent focus on art and design is bearing fruit.

Design and technology

83. No lessons were observed in design and technology during the inspection and therefore no overall judgement can be made about the quality of provision. Standards in design and technology are below those expected and achievement has been unsatisfactory at the end of Years 2 and 6 because the subject had been neglected over the many years when the school was less effective. Nevertheless, there is evidence that standards are beginning to improve, because the curriculum is being reviewed, and consequently the pupils' skills in Years 1 and 2 are more advanced than those of the older pupils. However, there is little evidence of pupils designing their own models or evaluating the outcomes.

84. While the pupils evaluate the effectiveness of their designs, they do so at a very superficial level. The pop-up cards, using simple cams, made by pupils in Years 5 and 6 are of the standard expected for pupils in Year 4. By the end of Year 6, the pupils have had the opportunity to experience a range of tools, but the range of materials is limited. Apart from making model fairground rides, they have little experience of designing and making moving models. Although the infants use levers and the juniors use cams, pupils throughout the school do not develop an adequate knowledge of mechanisms, or the ability to use them in their own designs. While pupils in Years 3 and 4 have investigated and evaluated the strength and stability of structures, for example, this is not usual in other year groups. The use of ICT to develop their knowledge or own ideas is not a common feature of their work.

Music

Provision in music is **unsatisfactory**.

Main strengths and weaknesses

- Opportunities for pupils to sing together are limited.
- The scheme of work does not support the teachers in developing the pupils' skills and knowledge in a consistent way.

Commentary

85. Standards are below those expected and achievement has been unsatisfactory over time in music in Years 1 to 6. The quality of teaching and learning is unsatisfactory. Although a music scheme is in place, it does not give teachers sufficient guidance about how they can build on the pupils' competence in a structured way. As a result, there are gaps in pupils' knowledge, understanding and skills, which inhibit learning in music lessons. For example, in one Year 5 and 6 lesson observed, pupils were composing music to illustrate a story that they had written. Whilst the teacher had prepared the lesson well, and provided planning sheets to help pupils plan their compositions purposefully, they could not identify the instruments which matched the sounds that they needed. In the same lesson, some pupils were unaware of the technical terms used in music, such as tone, dynamics and tempo.
86. In another lesson observed in Year 2, pupils' lack of independent working skills hindered learning, as they were not able to organise themselves effectively into groups. Discussions with Year 6 pupils demonstrated that some are unaware of the names of a number of instruments in an orchestra, despite having recently seen an orchestra perform. Year 6 pupils have also had limited experience of researching the lives of composers, and having the opportunity to find out about music they have composed. There was little evidence available of pupils being able to read and write simple notation across the school, or of having had the opportunity to develop a clear understanding of the composing and performing element of the subject. Opportunities for singing together, for example in assemblies, are missed.
87. The subject leader for music has only recently taken up her post, and her leadership and management of the subject are satisfactory. She has a secure understanding of the shortcomings of the subject and has already started to improve provision in the school by introducing a resident musician, an after-school African drumming club, and peripatetic music teaching. She is reviewing the scheme of work, and plans to monitor and evaluate teaching and learning in the subject across the school. She has also sought the advice of an advanced skills teacher from another school, in order to share good practice.

Physical education

88. Only two lessons were seen in **physical education** during the inspection, both in Years 3 to 6. Therefore it is not possible to make a judgement on standards in Years 1 and 2, although

from the evidence available it is clear that the curriculum is being covered satisfactorily. Standards at the end of Year 6 are similar to those in other schools and almost all pupils achieve the required standard in swimming. Teaching was good for the pupils in the Year 5 and 6 class because the lesson was well planned, well paced and offered challenge. Attitudes towards learning were good and all pupils worked hard. They applied skills, techniques and ideas well and with accuracy in gymnastics. The teaching was satisfactory for Years 3 and 4, but opportunities were missed that would enhance pupils' performing skills, for example by insisting on well-controlled movement and holds and allowing them to comment constructively on each others' performance.

89. The school allocates a satisfactory amount of time to the different aspects of physical development. It also provides a very good range of sports activities outside lessons. These popular clubs support the pupils' social development as well as enhancing their learning. These include links with Bristol City Football Club, netball, carpet bowls and judo. During discussion with Years 2 and 6 pupils, they all highlighted physical education as one of their favourite subjects.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. It was not possible to judge overall provision for **personal, social and health education and citizenship** because only one lesson was observed. The school regards the subject as an important part of its work. It has adopted the national social, emotional and behaviour programme as the curriculum for the subject. This programme enables pupils to discuss feelings and moral dilemmas as well as to respond to current issues. Displays throughout the school promote positive relationships and global citizenship. There are reminders about the need for respect, fairness, kindness, honesty and perseverance throughout the school. Teaching and learning were good in the lesson observed, well paced and well planned, offering pupils the opportunity to think for themselves and to distinguish between right and wrong. Personal, social and emotional development is an integral part of most lessons seen, where pupils are praised for such skills as collaboration, 'stickability' and absorption. Pupils as young as seven were able to explain what these meant and what they had to do in order to achieve a sticker.
91. The development of personal, social, health and citizenship education plays a part in the school's promotion of good relationships, including racial harmony. The school is encouraging global citizenship through its very comprehensive international programme, promoted through visits to school, themed weeks, colourful displays and teachers visiting and sharing experiences of other countries. This level of international study is helping pupils to broaden their outlook beyond their local community. Visitors are welcomed into the school. During one assembly, a Bangladeshi community worker talked to the pupils about respect and kindness for all, to which pupils responded positively and listened courteously. The very active school council is firmly established and enables pupils to be involved in decision making. They are justifiable proud of their fundraising activities, as well as their impact on the playground improvements. School council members take their roles seriously and represent their classes well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
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	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
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	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
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).
