

INSPECTION REPORT

St Joseph's Roman Catholic Primary School

Fishponds, Bristol

LEA area: Bristol

Unique reference number: 109247

Headteacher: Mrs L. Dineen

Lead inspector: Mrs J. Ikin

Dates of inspection: 4 - 7 July 2005

Inspection number: 267828

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 280

School address: Chatsworth Road
Fishponds
Bristol
Postcode: BS16 3QR

Telephone number: 0117 3772160
Fax number: 0117 3772161

Appropriate authority: Governing body
Name of chair of Mrs S. Williams
governors:

Date of previous 26th April 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

St Joseph's RC School is bigger than other primary schools with 280 pupils on roll. The pupils who attend the school come from a very wide range of social and ethnic backgrounds. The majority are from White United Kingdom and European backgrounds. Black African and Caribbean, Asian, Indian and Pakistani heritages are also represented. There is an increased proportion of pupils from the ethnic minority groups than was the case at the time of the previous inspection. About 10 per cent of pupils speak English as an additional language, five of whom are at an early stage of English acquisition. The number of pupils entitled to free school meals is well above average. There is a wide range of attainment on entry to the school, which varies from year to year, but overall it is below average. There is an above average mobility rate at the school with about 26 per cent of pupils joining the school in Years 4, 5 and 6, rather than at the usual starting age. The percentage of pupils with special educational needs is below average and the number with a Statement of Special Educational Need is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Mrs J. Ikin	Lead inspector	Mathematics History Geography The Foundation Stage
9880	Mr A. Comer	Lay inspector	
18498	Mrs D. Morris	Team inspector	English Art and design Music Personal, social, health education and citizenship Special educational needs
26232	Mr C. Grove	Team inspector	Science Information and communication technology Design and technology Physical education English as an additional language

The inspection contractor was:

ALTEQ Inspections Ltd
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is **satisfactory**. It provides satisfactory value for money and is steadily improving as a result of the good leadership of the new headteacher and senior staff. It is well placed to improve further. The ethos of the school reflects its strong Catholic values. Pupils' personal development is good. Teaching, learning and achievement are satisfactory, although standards are below average overall.

The school's main strengths and weaknesses are:

- The headteacher has provided stability to the school and together with the senior management team is giving the school a clear sense of direction.
- Pupils achieve well in science and information and communication technology throughout the school but do not achieve as much as they should in mathematics in Years 3 to 6.
- Provision for pupils with special educational needs is good and they achieve well.
- The good attention given to personal and social development results in good, caring relationships amongst pupils and good standards of behaviour.
- There are inconsistencies in the use of assessment, the way the curriculum is planned and the development of independent learning.
- The role of the subject leaders in monitoring and evaluating the curriculum, teaching and learning is not sufficiently rigorous.

The school was last inspected in 1999 and the improvements since then are judged to be satisfactory overall. Most of the weaknesses identified have been addressed and there have been very good improvements in science and information and communication technology. However, not enough progress has been made in the development of the curriculum. Standards are not as high as they were but they have now started to improve as a result of the actions of the new headteacher and senior staff. They are fully aware that more remains to be done and have well established plans for this. The school's capacity for further improvement is good.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar prior achievement*

The table shows that the results of national tests in 2004 were below the national average and the average when compared with schools with similar prior achievement in English. They were well below average for mathematics and science. Prior achievement comparisons need to be interpreted with caution because of the high mobility rate in Years 3 to 6. The results of national tests for pupils in Year 2 were average in reading, writing and mathematics.

Pupils' **achievement is satisfactory** overall in relation to their starting points on entry to the school. In Years 1 and 2 pupils achieve well and standards are average in English, mathematics, science, information and communication technology and geography. Achievement in Years 3 to 6 is more variable but is satisfactory overall taking into account the above average number of pupils who join or leave the school in Years 3 to 6. It is good in science and information and communication technology and standards are average in these subjects. In English and geography standards are below average but this

represents satisfactory achievement overall. Standards in mathematics are well below average and achievement in this subject is unsatisfactory. Throughout the school standards in art and design are average and achievement is satisfactory and pupils achieve well in their personal, social, health education and citizenship. Special educational needs pupils achieve well and those with English as an additional language and higher attaining pupils achieve satisfactorily overall. Children in the reception class achieve satisfactorily in relation to their starting points on entry although standards are below average in communication, language and literacy, mathematics and knowledge and understanding of the world. They are average in personal and social development. **Pupils' personal qualities are good and spiritual, moral, social and cultural development is also good.** Pupils have good attitudes to learning and behave well. Attendance and punctuality are satisfactory overall.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **satisfactory**. **Teaching and learning are satisfactory.** Some good and very good teaching also occurs, mainly in Years 1 and 2 and Years 5 and 6 where pupils learn well as a result of the interesting ways that lessons are presented. Weaknesses occur in Years 3 and 4 where there is insufficient planning for pupils' different needs and an overuse of worksheets. Throughout the school teaching assistants support pupils who have special educational needs well. Assessment is satisfactory overall. Some good assessment systems related to target setting are in place but they are not consistently used to support planning. The curriculum is satisfactory overall. It meets the statutory requirements and there is satisfactory enrichment through additional activities. There are strengths in the good provision for personal and social education and for special educational needs. However, there are weaknesses in planning for progression between year groups and the development of independent learning. Provision for the care and welfare of pupils is good. The accommodation and resources are satisfactory overall. Links with parents, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are satisfactory overall. The leadership of the school by the headteacher, deputy headteacher and the senior management team is good. The governance of the school is also good. The management of the school is satisfactory overall. The good leadership of the headteacher has created a clear management structure. She is well supported by the deputy headteacher and senior staff and this is beginning to have a positive effect on standards and achievement. Subject co-ordinators have made a good start to developing their roles but their work in curriculum development and monitoring teaching and learning is not yet sufficiently rigorous. The budget is carefully managed and administered. Governors give good support to the headteacher and fulfil their statutory duties well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very pleased with the school and the way that it has developed under the leadership of the new headteacher. Pupils like the school and appreciate the way their teachers help them.

IMPROVEMENTS NEEDED

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

- raise standards and improve pupils' achievement in mathematics in Years 3 to 6;
- improve curriculum planning and the use of assessment to ensure consistent academic progress;
- improve pupils' skills in independent learning;
- improve the role of the subject leaders in developing the curriculum and monitoring teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory overall. Standards are below average at the end of the reception year, average in Year 2 and below average in Year 6.

Main strengths and weaknesses

- Most pupils in Years 1 and 2 achieve well in reading, writing and mathematics because of the good teaching they receive.
- Standards in Years 3 to 6 have started to improve in English but are too low in mathematics.
- Standards have improved in science and ICT throughout the school.
- Pupils' achievement varies between year groups in Years 3 to 6 but is satisfactory overall.
- Standards in personal, social and health education and citizenship are good.
- The achievement of pupils with special educational needs is good.

Commentary

Key Stage 1

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

Standards in:	School results	National results
reading	15.8 (15.1)	15.8 (15.7)
writing	14.5 (12.9)	14.6 (14.6)
mathematics	16.7 (15.8)	16.2(16.3)

There were 47 pupils in the year group, 26 boys and 21 girls. Figures in brackets are for the previous year

Key Stage 2

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

Standards in:	School results	National results
English	25.7 (27.3)	26.9 (26.8)
mathematics	25.4 (27.6)	27.0 (26.8)
Science	26.3 (28.7)	28.6 (28.6)

There were 34 pupils in the year group, 13 boys and 21 girls. Figures in brackets are for the previous year

1. The results of national tests in reading, writing and mathematics for Year 2 pupils in 2004 were average compared with schools nationally. Compared with schools with similar numbers of free school meals they were above average for reading and writing and well above average for mathematics. These results are an improvement on the previous year and the inspection evidence suggests that they will be sustained this year. The results of the 2004 tests for pupils in Year 6 were below the national average and the average for schools with similar prior attainment for English and well below average for mathematics and science. There are early indications that the results of this year's tests will show a good improvement in science and be similar to those of last year in English and mathematics. Caution is needed when comparing standards and achievement in Year 6 with those in Year 2 because of changes in the year groups caused by the above average numbers of pupils moving in and out of the school, especially in Years 5 and 6. Most of the pupils who attain at the higher levels in Year 2 leave the school before the end of Year 6 and a

high proportion of pupils who enter the school in Years 3 to 6 have special educational needs. However, weaknesses in the structure of the curriculum and variations in the use of assessment to inform planning, mainly in Years 3 and 4, are also factors.

2. The findings of the inspection reflect the pattern of test results. Comparisons with the higher standards found at the time of the last inspection are not entirely valid because of changes in the nature of the school's intake since then. However, disruptions to the leadership and management of the school have also contributed. There have been good improvements in standards in Years 1 and 2 and very good improvements in pupils' achievement in science and ICT throughout the school. They have begun to improve in English in Years 3 to 6 as a result of the stability and leadership provided by the new headteacher and the senior management team.
3. Standards are average in English, mathematics and science in Year 2 which represents good achievement in relation to pupils' starting points on entry to the school. Standards in Year 6 are average in science, below average in English and well below average in mathematics. Taking into account the above average mobility factor in Years 3 to 6 and variations in the starting points of individual pupils, this represents good achievement in science and satisfactory achievement in English, but unsatisfactory achievement in mathematics. Standards in science have improved well as a result of a greater emphasis on scientific enquiry. Standards achieved in mathematics in Year 6 have not improved enough due to too much reliance on a published scheme and worksheets and insufficient rigour in the use of assessment to inform planning, particularly in Years 3 and 4.
4. Standards in ICT are average in Year 2 and Year 6 and pupils achieve well as a result of improvements made in the resources available and in teachers' subject knowledge since the last inspection. Standards in art and design are broadly average and pupils' achievement is satisfactory. In geography standards are average in Year 2 but below average in Year 6 and pupils' achievement is satisfactory overall. Standards in geography are beginning to improve as a result of an emphasis on practical work and geographic enquiry.
5. Children in the reception class achieve satisfactorily in communication, language and literacy, mathematical development and in their knowledge and understanding of the world, although standards are below average by the end of the reception year because of low starting points on entry to the school.
6. Pupils with special educational needs achieve well. This is because of the good support that they receive from teaching assistants and because of the clear targets in their individual education plans.
7. Pupils for whom English is an additional language achieve as well as other pupils because of the support which they receive from class teachers and assistants. Those who are at an early stage of acquiring English receive effective specialist teaching by staff from the Bristol Ethnic Minority Achievement Service. Higher attaining pupils achieve satisfactorily overall, although they do not always achieve as much as they should in mathematics in Years 3 to 6.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good overall. Pupils' personal qualities are developed well. Pupils' spiritual, moral, social and cultural development is good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- The school fosters a strong sense of community based on Christian values.
- The school sets high expectations for pupils' personal development and behaviour and works hard to achieve them.
- All teachers have very good relationships with their pupils.
- The very good relationships between pupils and adults help pupils to develop a sense of worth and self-esteem.
- Pupils enjoy taking responsibilities around the school but are not always as independent as they should be in lessons.
- The school has effective plans to promote good attendance.

Commentary

8. Pupils' behaviour, personal development and their attitudes towards school are good overall. This represents good improvement since the last inspection. The sense of belonging to a close Catholic community is promoted in all aspects of school life. Pupils are keen to play their part and are proud of their school and what it has to offer. Year 6 pupils talk with evident pleasure and confidence of their friendly and supportive teachers and their favourite lessons. The very good relationships that all teachers have with their pupils result in an atmosphere of mutual trust in which pupils grow in confidence and are eager to learn. Pupils with special educational needs and those who speak English as an additional language are given good support to ensure that they are fully involved in lessons and this makes a considerable contribution to their personal growth.
9. When they first start school pupils' social and personal skills are below average. The positive responses that they receive from teachers and teaching assistants are effective in helping them to adapt to school life and to learn the rules that make for harmonious groups. Clear guidelines for behaviour are consistently applied as pupils move through the school and they respond positively to opportunities to earn team points for good behaviour or work. There was no evidence of oppressive behaviour during the inspection but both pupils and parents say that on the very few occasions that it occurs it is very effectively dealt with. There have been five fixed period exclusions during the past school year and the evidence shows that these resulted in improved behaviour.

Ethnic background of pupils

Exclusions in the last school year

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

No of pupils on roll
183
11
4
11
0
4
21
20
1
0
2

Number of fixed period exclusions	Number of permanent exclusions
5	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

Black or Black British – Caribbean	16	0	0
Black or Black British – African	7	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0

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

10. Pupils move around the school sensibly and have very good relationships with each other and with adults, both at work and at play. They are polite and well mannered and, when given the opportunity, willingly accept responsibility and carry out tasks given to them well. A good example of this is the way older pupils organise games and activities at lunchtime and look after younger children in assemblies. However, on some occasions in lessons pupils are over-directed and adults do too much for them, for example getting out and putting away resources. Pupils do not then develop the skills that they need to learn independently.
11. Provision for pupils' spiritual, social, moral and cultural development is good and is well promoted through the clear Christian aims and ethos of the school. Opportunities for reflection on feelings and the wonder of world about them are provided in most subjects and there are good opportunities throughout the curriculum for pupils to consider matters of right and wrong, fairness and justice. A good example is the Year 5 work in geography where they have considered the political and social issues surrounding the G8 discussions on world trade and poverty. Pupils develop a good understanding of their responsibilities in the wider world as a result of such work and through taking part in events to raise money for charities. There are good opportunities for pupils to learn about their own culture and the culture of others through art, music and geography, as well as through a range of visitors and projects, such as the link with an Ethiopian school.
12. Attendance for the current school year has improved over previous years and is almost in line with the national average, as it was at the time of the last inspection. The school has good procedures in place to monitor and promote good attendance and the efforts of parents and carers to ensure the regular attendance of their children are satisfactory. Most pupils arrive punctually for school and lessons begin on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.3	School data:	0.3
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 a **satisfactory** quality of education. Teaching and learning are **satisfactory** overall and the curriculum is **satisfactory**. The school provides a **good** standard of care for its pupils. There are **good** links with parents and the community.

Teaching and learning

Teaching and learning are satisfactory overall. Teaching and learning are good in Years 1 and 2 and in Years 5 and 6. In the reception year and in Years 3 and 4 teaching and learning are satisfactory. Assessment is satisfactory.

Main strengths and weaknesses

- Good planning for pupils' different needs is a feature of the good teaching in Year 1 and 2 and in Years 5 and 6 and there is good use is made of interactive whiteboards to support learning.
- Opportunities for practical and investigative work are improving achievement in science and geography.
- Too much reliance on worksheets and published schemes and insufficient use of assessment to inform planning constrain achievement in mathematics in Years 3 and 4.
- There is good support for pupils who have special educational needs.
- On some occasions pupils are too reliant on the adults who work with them for things that they should be able to do for themselves.

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
	7 (14%)	23 (47%)	19 (39%)			

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.

13. Teaching and learning are satisfactory overall, which is similar to the findings of the last inspection. Although teaching and learning in the lessons seen during the inspection was at least satisfactory and often good, teaching and learning are judged to be satisfactory rather than good because of inconsistencies in planning and the use of assessment which slow learning down, particularly in Years 3 and 4. Where planning is good, for example in Years 2 and 6, it is carefully focused on the achievement of standards that are at or above those expected for pupils of a similar age. It clearly identifies what pupils of different capabilities are to know, understand and be able to do as a result of a lesson or series of lessons and is closely linked to assessment. This helps pupils to make progress because it builds on previous learning. When weaknesses occur, general lesson plans have been downloaded from the Internet and have not been sufficiently adapted to meet the needs of pupils in the class.
14. In the best teaching seen during the inspection, activities moved learning on in practical ways involving investigation and problem solving. A good example of this was a very good science lesson on sound in a Year 5 and 6 class. Pupils were required to construct a range of musical instruments in order to explore ways in which they could change the sound. Where weaknesses occur, learning is constrained by the use of worksheets or published schemes which do not always require pupils to think for themselves. This occurs mainly in mathematics in Years 3 and 4 and results in pupils having gaps in their skills and knowledge by Year 6. However, it is also evident in other subjects, for example in history in Years 1 to 6 and in literacy and numeracy in the reception class.
15. Good use of the interactive whiteboards contributes effectively to the quality of teachers' explanations and instructions and improves learning for pupils, particularly during whole class sessions at the beginning of lessons. It also enables the skills of ICT to be effectively demonstrated and together with the teachers' improved subject knowledge is making a significant contribution to improved achievement and standards in ICT since the last inspection
16. All teachers and teaching assistants have very good relationships with their pupils. The school's behaviour policy is consistently applied and pupils are well managed. Teaching in the reception class ensures that children develop good habits of learning and behaving from an early stage. However, in other areas of the school, such as in Years 3 and 4, too much is done for pupils by teachers and teaching assistants; for example, resources are put out and cleared away by adults rather than by the pupils themselves. Pupils do not then develop the skills that they need to become independent learners.
17. Teaching assistants provide consistently good support for pupils with special educational needs and on some occasions this support is very good. Pupils who are at early stage of acquiring English receive effective additional support from staff of the Bristol Ethnic Minority Achievement Service. Detailed assessments of their language learning needs are

undertaken and are used as a basis for well targeted work. Class teachers also provide these pupils with good support.

18. Assessment is satisfactory. It is used well to set targets and track pupils' annual achievement in English and mathematics and is sufficient in other subjects to indicate broadly what they have achieved. Work is regularly marked. The use of good constructive written comments to help pupils know what they have to do to improve is evident in English but not in other subjects. The co-ordinators analyse assessment data well and use the results accurately to identify whole school issues for improvement.¹ However, the use of assessment to plan for the different needs of individual pupils in lessons and to monitor their progress towards the targets that have been set varies between classes.

The curriculum

The curriculum is satisfactory. Enrichment of the curriculum is satisfactory. The accommodation and resources at the school are also satisfactory.

Main strengths and weaknesses

- There is consistent use of the national literacy strategy but variations in the use of the national numeracy strategy.
- Provision for personal, social, health and citizenship education is good, leading to good behaviour and attitudes.
- Schemes of work are not precise enough to guide progression in learning.
- The key skills of learning and links between subjects are not systematically planned.

Commentary

19. All subjects are taught and the statutory requirements of the National Curriculum are fully met. There is good provision for sex and relationships education and drugs education. This is similar to the findings of the last inspection. Provision for pupils with special educational needs is good. It is satisfactory overall for pupils who are higher attaining and for those who speak English as an additional language. Good provision for pupils' personal development makes a significant contribution to good behaviour throughout the school and to pupils' good understanding of wider social issues.
20. There is a satisfactory emphasis on literacy. The national literacy strategy is soundly used in all classes, resulting in steady progression in learning and satisfactory achievement overall. The use of the national numeracy strategy is variable, with too much reliance on published schemes and worksheets in some classes, particularly in Years 3 and 4. This results in gaps in pupils' skills and knowledge and low standards in Year 6 because of work that has been missed in the past. Schemes of work for many foundation subjects and areas of learning are still in draft format and are not precise enough to guide planning for progression in learning. This was an issue at the time of the last inspection and has not yet been fully addressed. For this reason improvement in the curriculum since the last inspection is unsatisfactory. There are some useful developing links between subjects, such as those being made with ICT, English and geography. However, these are not sufficiently formalised in planning and the key skills of independent learning are not systematically developed.
21. Overall, the curriculum is satisfactorily enriched through additional activities. Spanish, which is taught to pupils in Year 6, and the annual 'camp' for older pupils enrich the

curriculum well. The after-school ICT club is popular and benefits from the involvement of a teacher from the local secondary school. A satisfactory range of artistic experiences for pupils, including many visits to the local museums and galleries as well as productions at the local Colston Hall, enriches the curriculum for art and music. Changes in personnel have reduced opportunities for pupils' involvement in sport over the last year, although pupils have taken part in football and netball clubs after school. Links with other schools have been re-established and there are plans to extend sports and games provision in the new school year.

22. The accommodation and resources at the school are satisfactory overall. Resources for ICT have been very much improved since the last inspection and have contributed to the improvement in standards and achievement in the subject. Although library resources are better than they were at the time of the last inspection they are only adequate and not enough use is made of the library for pupils' own research and enquiry. There are well established plans to improve this situation.

Care, guidance and support

The school ensures that pupils are cared for well. The support, advice and guidance that pupils receive about their achievements and their personal development are satisfactory. The school involves pupils well in its work and development.

Main strengths and weaknesses

- The good care that the school provides helps pupils to mature well.
- Pupils have very good, trusting relationships with adults.
- Pupils receive good guidance on personal matters but there are variations in the quality of academic guidance.
- There are good induction procedures.
- Pupils are involved in the life of the school and their views are valued.

Commentary

23. Policies and procedures for child protection and for promoting the general welfare of pupils are good. This represents good improvement since the last inspection. There is a strong emphasis on health and safety and on security. Governors are fully involved in this process.
24. Staff have very good relationships with all pupils and a thorough understanding of their personal development. The results of pupils' questionnaires and discussions with pupils show that they have trusting relationships with their teachers and would turn to them readily if they had a problem. Teachers and support staff know pupils and their families well and cater for their needs. They provide good role models for the pupils. The quality of relationships has a significant impact upon pupils' confidence and self-esteem.
25. The advice, support and guidance that pupils receive at school are satisfactory. Guidance on personal matters is good. Personal, social and health education, including circle time, is established as a formal part of the curriculum and provides opportunities for pupils to express their views and concerns and to reflect on issues within our society. However, the monitoring and use of assessment of pupils' academic and personal development are variable. This variability can have an adverse effect on the support and guidance that pupils receive to help them improve their work and reach higher standards. Induction procedures are good. They include visits to children's homes and to the playgroup on site, as well as opportunities for the children and their parents to visit the school and talk with

teachers. Pupils who join the school after the usual starting time are assigned a 'buddy' and a careful watch is kept to ensure a sensitive introduction into school life. The school involves its pupils well and pupils know that their views are listened to and taken seriously. They help to devise school rules and are encouraged to raise issues that are of concern to them, as well as thinking of ways to improve the school routines and facilities. Pupils express positive views of their school, although they would like more time for physical education. The school is aware of this and planning satisfactory action. It is planned that a school council be established to further enhance pupils' involvement in the life of the school.

Partnership with parents, other schools and the community

The school's links with parents and the wider community are **good**. The links with other schools and colleges are **good** overall.

Main strengths and weaknesses

- Parents have very positive views of the school.
- The information that parents receive about the school and about children's progress is much improved.
- Parents are consulted regularly and their views are valued.
- Productive links with the secondary school have contributed well to the curriculum in ICT and science.

Commentary

26. Parents who responded to the pre-inspection questionnaire or who attended the parents' meeting have very positive views of what the school provides and achieves.
27. The information that parents receive through meetings, newsletters, the school website, notice boards and reports is now good and the school is making considerable efforts to ensure that there is effective communication with all nationalities and sections of the school community. Most pupil reports now give a more detailed account of their progress and development, including targets for improvement. However, there are still some inconsistencies in the quality of these reports across the year groups. The prospectus and the governors' annual report to parents are informative and now meet statutory requirements. There is a supportive parent teacher association and a committed team of governors, three of whom are parents. The contribution that the school's links with parents make to pupils' learning at home and at school is satisfactory. Parents' concerns and complaints are dealt with effectively and parents are regularly consulted through questionnaires. Links with parents have improved since the last inspection.
28. The school's links with the local community are good and have also improved since the last inspection. There is a satisfactory range of educational visits and visitors that is having a positive impact on the achievement and personal development of pupils. Pupils are involved in a number of charitable fundraising initiatives and there are close links with the local parish. The school has plans to extend its involvement with the wider community, including the local business community.
29. The school's links with other schools and colleges is good overall. Its membership of the Bristol East 'cluster group' of schools is benefiting pupils and teachers through courses and specialist support for some areas of the curriculum. The links with the local secondary schools are particularly strong. They have been effective in improving the curriculum and

teachers' subject knowledge in ICT and science. Arrangements for the transfer of pupils to the next phase of their education are effective.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The leadership of the school by the headteacher, deputy headteacher and senior management team is good. The governance of the school is good. Management is satisfactory.

Main strengths and weaknesses

- The committed leadership of the headteacher has resulted in many improvements since her appointment.
- The deputy headteacher and senior management team have contributed well to the school's improvement efforts.
- The governors support the headteacher well and share her vision for the school's future.
- The role of the subject co-ordinators in curriculum development and monitoring teaching and learning is not yet sufficiently rigorous.
- Finances are efficiently managed but the responsibility for the day-to-day administration of the school relies too heavily on the headteacher.

Commentary

30. The headteacher is totally committed to the school and has high expectations for the school and its pupils, which are shared by governors and staff. Her down-to-earth and practical style of leadership, together with a considerable amount of perseverance and determination, has resulted in good improvements in a number of areas since her appointment. She has a clear and accurate view of the strengths and weaknesses of the school and of what needs to be done in order to improve further. There are well-thought-out and established plans for this. Although the leadership and management of the school have been disrupted as a result of a number of changes in headship, good leadership and satisfactory management have now been established, which is similar to the findings of the last inspection.
31. The headteacher is very influential within the school community. Her personal commitment and vision have established some significant aids to support further improvements at the school. These include an ethos of care and respect, improved self-evaluation procedures, better teamwork and good, supportive links with parents and the community. However, inherited weaknesses in the structure of the curriculum, the use of assessment and the large administrative burden carried by the headteacher remain barriers to improvement.
32. The headteacher has successfully ensured that leadership is evident at several levels within the school through the implementation of a clear management structure, careful delegation of roles and responsibilities and the involvement of everyone in policy and decision making. This is ensuring a sense of shared purpose and responsibility for the outcomes of the school's work. A good example of this is the good work of the deputy headteacher and the senior management team who are using their considerable collective strengths to develop systems such as assessment and target setting across the whole school. Subject leadership is satisfactory overall and good in ICT. The co-ordinator for special educational needs also carries out her responsibilities well. There is a well planned programme to ensure that all subject leaders monitor standards, teaching and learning through lesson observations, scrutiny of work and planning. However, this is in the early stages of development and subject leaders' skills in curriculum management and monitoring teaching and learning are not yet as precise as they should be. There are good links with parents and the local authority's support services. The headteacher exercises effective responsibility for issues concerned with English as an additional language. The

school maintains a good policy for these pupils and employs the services of a specialist teacher for those who are at an early stage of learning English.

33. Governors are very loyal to the school and the school benefits from their hard work and commitment. They fully meet their statutory responsibilities and have a good understanding of the school's work through visiting the school, talking with subject leaders and the headteacher and monitoring target setting and assessment information.

Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	750,735	Balance from previous year	43,729
Total expenditure	760,810	Balance carried forward to the next	33,654
Expenditure per pupil	2,717		

34. The day-to-day administration of the school is satisfactory but is over-reliant on the headteacher. This detracts from the time that she has available for leading the school's improvement efforts. The budget is well managed and the principles of best value are applied satisfactorily so that the highest value is obtained for the lowest cost. The large carry-over figures included money set aside to improve accommodation, the hall library and ICT facilities. Overall, the school gives satisfactory value for money.

PART C: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**

Commentary

Provision in the reception year is satisfactorily managed. Good arrangements include home visits for introducing parents and their children to the school. Most reception-aged children are taught with children in the same year group but a small number are taught alongside Year 1 pupils. There are satisfactory arrangements to ensure that both groups have access to the same quality of learning. Children's achievement is satisfactory overall, although standards are below average in relation to the numbers who reach or exceed the early learning goals by the end of the reception year in communication, language and literacy, mathematical development and knowledge and understanding of the world. Achievement in personal and social development is good and standards are average in this area of learning by the end of the reception year. Teaching and learning are satisfactory. The accommodation and resources are satisfactory overall. The curriculum is satisfactory overall but lacks clear guidance on what is to be learned over the course of the reception year. This leads to a lack of consistency in planning for children's progress in areas of learning other than communication, language and literacy and mathematics. Assessment is satisfactory overall, but there are weaknesses in its use to inform planning for children's different needs. The good support that children with special educational needs and those who speak English as an additional language receive ensures that they achieve well in literacy and numeracy. The quality of provision has been sustained since the last inspection.

Personal, social and emotional development

Provision is **good**.

Main strengths and weaknesses

- The very good relationships that teachers have with the children are effective in promoting children's confidence and self-esteem.
- Pupils are encouraged to share, work and play alongside each other amicably.
- There is insufficient planning for pupils to develop confidence in themselves as problem solvers.

Commentary

35. Teaching and learning are good. All children, including those who speak English as an additional language and those who have special educational needs, achieve well in relation to their low starting points on entry and reach average standards by the end of the reception year. Children gain in confidence as a result of the supportive and caring ethos that is provided in the reception classes. Teachers and teaching assistants have good relationships with all the children. The children have a developing awareness of their own needs and learn to express them well because they know that they will be listened to. They develop satisfactory relationships with their classmates through taking part in activities which require them to share ideas, equipment and materials. Children are keen to do their best and they willingly take part in all the activities provided for them. However, there is insufficient planning for the different problem solving challenges that individual children need to help them gain the confidence they need to persevere with difficulties and try out ideas for themselves. They learn to behave well as a result of the clear expectations that their teachers have of them and the sensitive but firm way in which they are treated. When reception-aged children find it difficult to behave appropriately, for

example in assembly or at lunchtime, pupils in Year 6 act as 'buddies' and sit beside them. This has a positive effect.

Communication, language and literacy

Provision is **satisfactory** overall.

Main strengths and weaknesses

- Children develop positive attitudes to books and enjoy listening to stories.
- There is good support for children who have special educational needs and those who speak English as an additional language.
- There is insufficient planning for the development of communication, language and literacy skills in activities across the curriculum involving play.

Commentary

36. Children's communication and language and literacy skills are below those expected for children of a similar age when they start school. By the end of the reception year standards are still below average. This represents satisfactory achievement overall in relation to their starting points and is a result of the satisfactory teaching they receive. Special educational needs children and those who speak English as an additional language achieve well because of the good support that they receive.
37. The children respond well to books and stories. Good planning ensures that children have plenty of opportunities to enjoy books and listen to stories. A good emphasis on learning the sounds that letters make ensures that most children develop a satisfactory awareness of the initial sounds of words and can associate them with letters of the alphabet. By the end of the reception year many are beginning to blend sounds together to read simple three letter words. They are taught correct letter formation and opportunities are given for them to record their own experiences and ideas in writing. However, the overuse of worksheets, which are often very similar for pupils of different capabilities, limits opportunities for children to apply their writing skills more widely. They make satisfactory use of spoken language to respond with relevant comments to their teachers' questions. Most children use the correct words to name objects and can retell their experiences when asked to do so. However, their skills in using language for thinking are not sufficiently developed and there is insufficient rigour in planning for opportunities for children to develop their literacy skills by talking through their ideas, creating roles, developing stories and interacting imaginatively with others.

Mathematical development

Provision is **satisfactory** overall.

Main strengths and weaknesses

- There is a good emphasis on number work and on the need for children to acquire a mathematical vocabulary.
- Children who have special educational needs and those who speak English as an additional language achieve well.
- There is too much use of worksheets and not enough planning for learning through play.

Commentary

38. When children enter the school at the age of four their mathematical development is below the level expected for their age. Their achievement is satisfactory in relation to their starting points, although standards are below average at the end of the reception year. Children who have special educational needs and those who speak English as an additional language achieve well because of the good support that they receive.
39. Teaching and learning are satisfactory. Careful planning makes sure that most children learn basic information about numbers and shape and the vocabulary they need to talk about them. However, an overuse of worksheets constrains learning for these children and limits the development of their skills in recording their mathematical ideas in writing. There is insufficient planning for number work in the context of play and this limits children's mathematical development because they do not apply what they have learned in a sufficiently wide range of situations which require them to solve problems and think for themselves. Outdoor activities such as riding tricycles around a marked track help children to develop their understanding of directional language. Some use is made of sand, water and malleable materials to promote understanding of shape and measure. However, there is insufficient planning for mathematical learning and development through play.

Knowledge and understanding of the world

Provision is **satisfactory** overall.

Main strengths and weaknesses

- ICT is well taught.
- Children with special educational needs and those who speak English as an additional language are supported well.
- There is a lack of systematic planning for the development of children's knowledge and understanding of the world through play.

Commentary

40. Children's knowledge and understanding of the world are below average at the end of the reception year. This represents satisfactory achievement in relation to their low starting points on entry to the school and is a result of the satisfactory teaching they receive. Special educational needs children and those who speak English as an additional language achieve well.
41. Teaching and learning are satisfactory overall. Good teaching in ICT successfully introduces children to the basic skills they need to control images on the computer screen. There are some good opportunities for children to explore the natural and material world, for example by observing the growth of plants and watching bubbles blow away in the wind. The children also develop a satisfactory sense of place by exploring the outdoor area and the school environment. They use construction equipment well to make models of their own choosing and they also create their own models using old boxes and cartons. However, there is not enough systematic planning for the development of children's knowledge, skills and understanding through play.
42. There is not enough evidence to ensure a secure judgement about standards, teaching and learning in **physical** and **creative development**.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Most pupils achieve well in Years 1 and 2 in all aspects of English as a result of consistently good teaching.
- Standards and achievement in Years 3 to 6 are below average but are beginning to improve as a result of new systems of assessment and target setting.
- Pupils with special educational needs achieve well.
- Drama is used well to promote pupils' speaking and listening skills and extend their vocabulary.
- Pupils are too reliant on adults for things that they should be able to do for themselves.
- Marking of pupils' work in English is good but not enough use is made of assessment to inform planning.

Commentary

43. The results of 2004 national tests for pupils in Year 2 were in line with the national average in reading and writing. They were above average compared with similar schools. The results of 2004 tests for Year 6 pupils were below the national average and the average for schools with similar prior attainment. Standards have declined since the last inspection, in part due to changes in the nature of the school since then. However, the results of the unvalidated 2005 tests indicate that standards are beginning to improve. The evidence of the inspection is that standards are average in Year 2, where achievement is good, but below average in Year 6, where achievement is satisfactory. Caution is needed when comparing Year 2 and Year 6 test results and achievement because about a quarter of the older pupils joined the school during Years 5 and 6 and a high proportion of these pupils had special educational needs. However, insufficient use of target setting and assessment in the past have led to gaps in pupils' learning. New assessment and target setting systems are beginning to have a positive effect and pupils are catching up on work they have missed in the past, particularly in Years 5 and 6, but these initiatives are not yet being fully used in all classes. Pupils with special educational needs, the majority of whom are boys, achieve well as a result of the good support that they receive. Pupils who speak English as an additional language achieve satisfactorily.
44. Pupils in Years 1 and 2 learn well and benefit from consistently good teaching. Teaching and learning in Years 3 to 6 are satisfactory overall, although good teaching occurs in Years 5 and 6. Pupils' speaking and listening skills are developed well overall as a result of opportunities for drama, paired discussions and presentations. For example, in a Year 6 lesson pupils developed a good understanding of the 'passive voice' as a result of very well focused role-play and questioning. Pupils throughout the school benefit from good quality books and guided reading sessions that enable them to read with others of similar ability. Pupils in Years 1 and 2 develop good awareness of the link between sounds and letters which helps them to read and spell new words. By Year 6, pupils become confident in their choice of books and achieve average standards in this aspect of their work. Pupils in Years 1 and 2 write daily and benefit from good questioning and good demonstrations by their teachers of how to write different styles. Pupils have positive attitudes to their work in English and they respond well to opportunities to use books for their own research and to work collaboratively with others. However, on some occasions they rely too much on the adults who work with them for things that they should be able to do for themselves. In Years 3 and 4, where teaching is satisfactory rather than good, questioning is not focused enough and there is insufficient precision in the use of assessment and target setting to plan for pupils' different needs in writing. Whilst assessment is satisfactory overall and

annual tests are used appropriately to set individual targets for pupils, inconsistencies in the use of assessment slow down progress in writing, particularly in Years 3 and 4. The marking of pupils' work is good and is a good model for other curriculum areas. It enables pupils to know how they can improve their work and helps them to succeed in their tasks.

45. The leadership and management of English are satisfactory. The co-ordinator is new and has made a good start in understanding the strengths and weaknesses of the subject. The curriculum is clearly linked to the national literacy strategy and there is clear guidance to ensure that it is used consistently. However, the key skills of independent learning are not systematically planned for. Resources are satisfactory overall. Although library facilities are limited, they are adequate overall and there are well established plans to extend provision. They are not good enough to enable older pupils, in particular, to research information for projects and for homework. Taking into account the changed nature of the school's intake patterns and the improvements in the curriculum and assessment since the arrival of the new headteacher, the improvement since the last inspection is judged to be satisfactory overall.

Language and literacy across the curriculum

46. Pupils make satisfactory use of their literacy skills across the curriculum, but there is no systematic whole school planning for this. Pupils develop their speaking and listening skills well in art and design, for example, where they are encouraged to talk about their feelings and responses to art. There are also good opportunities for discussion in personal, social, health education and citizenship. There is good evidence of writing being used in ICT to write reports and in science and design and technology to label diagrams. Pupils have made good use of their literacy skills in geography, for example when finding out about rivers of the world in Years 5 and 6.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards and achievement in Years 1 and 2 have improved steadily over the last three years.
- There has been insufficient improvement in standards and achievement in Years 3 to 6.
- The needs of special educational needs pupils are addressed well.
- An over-reliance on a published scheme and worksheets in Years 3 and 4 constrains learning for some pupils, particularly those who are higher attaining.
- Not enough use is made of assessment and target setting to inform planning.
- The new co-ordinator has a clear view of the strengths and weaknesses in the subject and has well established plans to bring about improvements.

Commentary

47. The results of 2004 national tests for Year 2 pupils were average compared with all schools nationally and well above average compared with similar schools. There has been a steady improvement from well below average to average over the last three years. The results for Year 6 pupils in 2004 were well below average compared with national results and with schools with similar prior attainment. There are early indications that the unvalidated 2005 test results will show a similar pattern. Standards are not as high as those found at the time of the last inspection, which can be partly explained by changes in the nature of the school's intake since then and in the increasing numbers of pupils, many

of whom have special educational needs, who join the school in Years 3 to 6. However, variations in teaching and weaknesses in the use of assessment and planning are also contributory factors.

48. Pupils' achievement is good in Years 1 and 2 but unsatisfactory in Years 3 to 6. Standards are average in Year 2 but well below average in Year 6. Pupils who have special educational needs achieve satisfactorily but pupils with English as an additional language and higher attaining pupils do not achieve as much as they should. Most pupils in Year 2 have a secure grounding in number calculation. Work in pupils' books shows that, by Year 6, pupils can apply the four rules to large numbers, but they have a limited range of mental strategies and do not always have the skills to find their own preferred ways of solving and recording number problems. This limits their achievement and is a result of an insecure understanding of the patterns and relationships that exist between numbers. Whilst pupils in Year 2 have a sound understanding of the properties of two-dimensional shapes and show a developing awareness of measuring length and time, they are not as skilled in measuring weight and capacity. In Year 6 pupils' knowledge of space, shape and measure is well below the levels expected for their age.
49. Teaching and learning are satisfactory overall. Good teaching and learning in Years 1 and 2 are having a positive impact on the improvements in standards and achievement in Year 2. Teaching in Years 3 and 4 is satisfactory overall and good teaching occurs in Years 5 and 6. Although no unsatisfactory teaching was seen during the inspection the evidence from planning and pupils' work shows that planning for pupils' differing needs is not always precise enough and there is an over-use of worksheets and published schemes, rather than the national numeracy strategy, particularly in Years 3 and 4. This results in gaps in pupils' knowledge and skills by Years 5 and 6. Although these problems are being gradually overcome, they have not yet had time to impact on standards.
50. The leadership and management of the subject are unsatisfactory but there are early signs of improvement since the new co-ordinator took over the job. The co-ordinator has only been in post for a year and he has tackled the subject with drive and enthusiasm, setting a good standard by the quality of his own teaching. He has acquired an accurate picture of the strengths and weaknesses in the subject and knows where improvements are needed. Some of his recommendations are contributing to good teaching in Years 1 and 2 and Years 5 and 6, but they are not yet fully used in all classes. Assessment procedures are satisfactory but their use to inform planning for pupils' different needs is unsatisfactory. The effectiveness of setting individual targets to raise standards is reduced because there is insufficient rigor in teachers' plans to meet them and in monitoring progress towards them. There are some good examples of helpful marking but in the majority of books there are few comments or indications as to what pupils need to do to improve. Improvement since the last inspection is unsatisfactory.

Mathematics across the curriculum

51. The use of mathematics in other subjects of the curriculum is unsatisfactory overall. Mathematical skills are satisfactorily used in some science and geography lessons when data are presented in the form of graphs and bar charts. Pupils also make some use of their measuring skills in design and technology. However, the lack of systematic planning for links between mathematics and other subjects of the curriculum contributes to the low standards achieved in Year 6 and to weaknesses in pupils' knowledge and understanding of measurement across the school.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards and achievement have improved over the last year.
- Good links with the secondary school have improved teachers' knowledge of scientific enquiry and have contributed to raising standards.
- Teachers make good use of interactive whiteboards to support learning.
- Pupils with special educational needs achieve well.
- Not enough use is made of assessment and target setting to inform planning for pupils' different needs.
- Planning to improve standards further lacks rigour.

Commentary

52. In the National Curriculum tests in 2004, the results of pupils in Year 6 were well below the national average. They were also well below average compared with schools with similar prior attainment. The results of the 2004 teacher assessments for Year 2 pupils were also well below average. The results of national tests for Year 6 pupils in 2005 have yet to be validated, but there are early indications of a considerable improvement since 2004. Inspection evidence also indicates that overall standards are now average at Year 6 and Year 2. This presents good achievement in relation to pupils' starting points at the beginning of Year 1 and shows that pupils have caught up on work that they have missed in the past. This is very good improvement since the last inspection. Pupils who have special educational needs achieve well because of the good support that they receive. Those who speak English as an additional language also achieve well as a result of the help that they receive.
53. Teaching and learning are good overall. Teaching is consistently good in Years 1 and 2 and some very good teaching occurs in Years 5 and 6. Teaching in Years 3 and 4 is satisfactory. Links with a local secondary school which is a technology college have had beneficial effects on teachers' capacity to develop pupils' knowledge and skills in scientific enquiry. This is a considerable factor in the improvement that has occurred in standards and achievement because it enables teachers to plan interesting and challenging activities and to develop pupils' understanding through skilled questioning. These were seen in good lessons during the inspection. For example, pupils in a very good lesson in Years 5 and 6 made good progress in their understanding of how changing conditions affect the nature of sounds. They received very good encouragement in the form of skilled questioning to suggest hypotheses, ask their own questions and plan their own tests. However, pupils' skills in setting up their own tests are not developed consistently throughout the school and this slows down learning in some lessons. For example, in a Year 4 lesson pupils spent too long on deciding how to organise a practical task because they were unsure how to do it.
54. Pupils' science activities are effectively resourced. In the best teaching, good use is also made of the interactive whiteboards in classrooms to present information and the tasks which pupils will complete. Teaching assistants work effectively with special educational needs pupils and promote their learning well. Although higher attaining pupils benefit from opportunities to ask their own scientific questions and to devise their own experiments, not enough is done to plan for their specific needs.
55. The assessment of pupils is satisfactory overall but its use to inform planning for pupils' different needs is unsatisfactory and there is no use of target setting to promote higher achievement. Pupils' work is conscientiously marked, but there is insufficient use of constructive written comments to help pupils know what they have to do to improve.

56. The leadership and management of science are good overall as a result of the support that has been given to the subject by the headteacher and senior management team and links with the secondary school which have led to very good recent improvements in standards and achievement. The subject leader's knowledge has been improved through participation in an extended course. A range of work including the analysis of test results, the checking of planning and the observation of teaching has been undertaken but not enough use has been made of the information to identify what needs to be done to improve the subject further. The action plan for improvement is weak because of this.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' standards and achievement have improved since the last inspection.
- Lessons are taught at a good pace and there is good use of time to promote achievement.
- Very good leadership in the subject has resulted in improved resources, a better curriculum and increased teaching skills in ICT.
- Pupils have very good attitudes to ICT.
- Pupils with special educational needs achieve well.
- The ICT club is a valuable extra-curricular activity.

Commentary

57. Pupils' achievement in ICT is good overall and standards are average at the end of Year 2 and Year 6. Pupils with special educational needs achieve well and benefit from working alongside their more skilled classmates. Pupils who speak English as an additional language also achieve well as they work alongside more experienced language users. There has been very good improvement in provision since the last inspection.
58. The quality of teaching and learning is good and pupils display very good attitudes to ICT. The improvement in teachers' subject knowledge since the last inspection enables them to give effective demonstrations of programs and sequences of instructions using the interactive whiteboard. Lessons are very well prepared and computers are checked and set up to avoid undue disruptions to learning. Routines for using the computer suite are well established, whole class introductions to tasks are conducted at a good pace and time is efficiently used to promote pupils' achievement. Good support is provided by teaching assistants, who also show good personal command of ICT and use their skills to help pupils to work in greater depth. Pupils are taught ICT in an encouraging climate with good use of praise for their efforts. The curriculum is well organised and as a result pupils make good progress, both during lessons and over time. However, some pupils still lack the confidence to use computers independently and the skills of independent learning are not systematically planned into the curriculum. Pupils who attend the ICT clubs after school have good opportunities to achieve well in the subject, for instance through preparing material to update the school website or produce an animation or a music video. The school makes good use of ICT to support pupils with special educational needs and ensures that they all have equal access to ICT. A good example is the provision of specially adapted keyboards to support learning for pupils with special educational needs. The assessment of ICT is satisfactory overall. Pupils in Year 6 have had good opportunities to assess themselves in the course of the year. In lessons, some good practice was also observed.

59. The leadership and management of ICT are good and have made a considerable contribution to the standards achieved. The subject leader communicates a strong and enthusiastic vision for ICT and is committed to subject improvement. Teachers' planning is checked. Some observation of teaching has also taken place. Accommodation and resources have greatly improved. A new, well-equipped computer suite was commissioned in January of this year. Since then, the subject leader has effectively supported other teaching staff in the development of their personal knowledge and skills in ICT, with the result that their confidence has improved considerably. Accordingly, the teaching of the subject is now developing well. The current school development plan for ICT rightly prioritises issues of curriculum and staff development and the technical support now available allows the subject leader to focus on these issues.

Information and communication technology across the curriculum

60. The use of ICT across the curriculum is good. When ICT is taught as a separate subject, pupils' work is effectively related to other parts of the curriculum. For instance, when Year 2 pupils undertake work on a spreadsheet application, they learn how to display their work in the form of bar graphs, which supports their learning in mathematics. Furthermore, teachers are making good use of the interactive whiteboard technology installed in all classrooms.

HUMANITIES

61. History was sampled, geography was inspected in full. Religious education will be inspected by a team from the diocese at a later date.
62. One lesson was seen **in history** and teachers' planning and pupils' work were scrutinised. However, there was not enough evidence to make an overall judgement about teaching, learning standards and achievement. A scrutiny of teachers' planning and pupils' previously completed work reveals that there is a satisfactory coverage of National Curriculum requirements in history. However, there is too much use of worksheets and they are frequently the same for all pupils, indicating that there is insufficient planning for pupils' differing needs. Teaching and learning in the one lesson seen were good. Good questioning consolidated previous learning and helped pupils to build on what they already knew about life in Victorian homes. This was further supported by the provision of artefacts which prompted pupils to ask questions about how they were used and who might have used them. Pupils also made comparisons with equivalent articles in use today. This contributed effectively to pupils' understanding of the way of life in Victorian times, changes over time and to their skills of historical enquiry.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- A range of practical tasks is improving pupils' skills and knowledge in geography.
- Pupils' work in geography makes a good contribution to their personal, social and cultural development.
- Pupils make good use of ICT to support their work in geography, but links with numeracy and literacy are not systematically developed.
- The subject leader has a good overview of the subject as a result of her monitoring work.
- There is not enough use of assessment to plan for pupils' differing needs.

Commentary

63. Pupils' achievement is satisfactory in relation to their starting point at the beginning of Year 1. Although standards are average in Year 2 and below average in Year 6 they are improving as a result of the work of the co-ordinator, who has introduced a more practical approach to the subject. There is less reliance on published worksheets throughout the school and there are examples of innovative investigational work taking place. For example, pupils in Year 2 have carried out a traffic survey, pupils in Year 3 have visited Safeway Recycling centre and pupils in Year 5 have contrasted the countries of the G8 with those in need of debt relief. This work is making a significant contribution to pupils' knowledge and understanding of environmental change and their appreciation of the application of geography to environmental, social and political issues. Pupils' achievement is similar to that found at the time of the last inspection, although standards are not as high as they were, in part due to the change in the nature of the school's intake since then. Improvement since the last inspection is satisfactory.
64. Teaching and learning are good overall as a result of the investigational and practical approach now being taken. However, this has not yet had time to impact on standards over the longer term. For example, pupils' map skills are developed well in Years 1, 2 and 3 but they are not developed sufficiently in Year 4 and older pupils have significant gaps in their knowledge of where places are and they have difficulty in locating them on maps. By Year 6 pupils make good use of their ICT skills to carry out their own geographical enquires. A good example is their research about different rivers in the world, which has contributed well to their understanding of the physical processes involved in the shaping of land. Pupils make satisfactory use of their literacy skills in geography but the use of their numeracy skills is unsatisfactory. For example, older pupils find it difficult to use co-ordinates when using maps and the lack of more advance field work for pupils in Years 5 and 6 has meant limited opportunities for applying their knowledge of measurement.
65. The curriculum for geography has improved under the good leadership and management of the co-ordinator but it is not yet fully in place and the skills of independent learning are not systematically planned. A satisfactory assessment system is in place but its use to plan for pupils' differing needs and capabilities is unsatisfactory. For this reason the needs of higher attaining pupils are not always met and they do not achieve as much as they should. Pupils with special educational needs achieve well as a result being well supported by teaching assistants. The achievement of pupils who speak English as an additional language is satisfactory. Resources for the subject are satisfactory overall.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. **Design and technology** was sampled and there is not enough evidence to make a judgement about teaching, learning, standards and achievement. Pupils achieved well in the two lessons observed because of the good teaching they received. Good links to literacy were evident as Year 5 pupils discussed a food technology task and read a script about hygiene issues. The teachers offered good models in helping pupils to make decisions about choice of design and provided them with effective guidance. They also made good use of the vocabulary of design and technology. Issues of health and safety are identified well and good use was made of the knowledge and skills of teaching assistants in this respect.
67. No **music** was seen during the inspection, although there is evidence from planning and discussions with pupils that the subject meets requirements and that peripatetic teachers contribute well to the overall provision.

68. **Physical education** was sampled. It is not possible to make a judgement about teaching, learning, achievement and standards. Pupils achieved well in the two physical education lessons observed because of good pace and levels of challenge. When the teaching was most effective, pupils were very well managed and had opportunities during the lesson to discuss the quality of their work. 'Cool-downs' were also well organised to establish a calm atmosphere at the end of lessons. The inclusion of pupils is variable. In one class where injury prevented a pupil from participating in activities, the teacher included that pupil very well by inviting her to observe and comment on good features in the work of others. However, in another class, a number of pupils did not take any part in the lesson because they did not have their physical education kit. The main weakness in physical education provision is the length of lessons. Some lessons are of 30 minutes duration only and this is sometimes too short a time to develop pupils' physical education skills. The pupils themselves feel that these half hour lessons are too short to enable them to make progress. As part of the extra-curricular activities offered by the school, pupils have opportunities to take part in athletics, cricket, rounders and football. Swimming is taught as part of the curriculum. However, opportunities to participate in inter-school events have been curtailed over the last year due to changes in staff. There are plans to re-establish these links in the new school year.

Art and design

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

Main strengths and weaknesses

- Teaching provides good opportunities for pupils to develop their creativity and use their imagination.
- There are weaknesses in planning for progression in learning.
- The art and design curriculum makes a good contribution to pupils' personal and social growth and their knowledge of different cultural traditions.
- The role of the subject leader has not yet been fully developed.

Commentary

69. Pupils' achievement in art and design is satisfactory overall and standards are average in Year 2 and Year 6. Pupils with special educational needs and those who speak English as an additional language achieve satisfactorily, as do higher attaining pupils. Improvement since the last inspection is satisfactory.
70. Teaching and learning are good in art and design and as a result pupils develop their creativity and imagination well during the course of lessons. There is good encouragement to use a wide range of media and pupils are given good opportunities to try out their ideas in sketch books. Pupils with special educational needs are fully included in lessons and visibly grow in confidence as they work alongside their classmates, who respect their views and frequently use their ideas and suggestions. Scrutiny of pupils' work and good displays around the school indicates that pupils have satisfactory opportunities to study the work of famous artists such as Turner and Van Gogh. They also have opportunities to visit art galleries and museums. In spite of good teaching and achievement in lessons, pupils' achievement over time is satisfactory rather than good because there is insufficient guidance to support teachers in their planning for the consistent development of pupils' skills, knowledge and understanding of art and design.
71. The good quality of relationships within classes and opportunities for pupils to work together during lessons support the development of pupils' personal and social skills well. Opportunities to learn

about the art, craft and design traditions of their own and other cultures contribute well to pupils' cultural development. This is an improvement since the last inspection.

72. Subject leadership is satisfactory overall and has been influential in maintaining standards since the last inspection. The subject leader provides helpful guidance and good informal support to staff. However, monitoring and evaluation are not yet formalised and there is insufficient information to ensure focused development in the subject. Management is therefore unsatisfactory.

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health education and citizenship is **good**.

Main strengths and weaknesses

- The good practical approaches to learning in personal, social, health education and citizenship lead to enjoyment and good levels of involvement by pupils in the life of the school.
- Social and moral elements of personal, social, health education and citizenship lessons contribute well to the good behaviour and positive attitudes seen across the school.
- Opportunities for speaking and listening skills are developed well through personal, social, health education and citizenship, leading to confidence in speaking aloud and high self-esteem.

Commentary

73. Pupils across the school achieve well in personal, social, health education and citizenship lessons and attain standards that are above average in Year 2 and Year 6. Pupils with special educational needs and those who speak English as an additional language all achieve equally well.
74. The quality of teaching and learning in personal, social, health education and citizenship is good. Teachers make good use of current world issues to promote understanding of moral, social and cultural aspects of modern life. Good use of practical resources and activities ensures that pupils enjoy lessons and have the opportunity to contribute. Pupils in Year 2, for example, improved their social skills as they worked in pairs to share important points about themselves. They took turns, shared ideas and helped each other effectively. They developed good understanding of being a 'friend', which led to very good behaviour and relationships. Older pupils in Year 5 worked well together as they focused on one of Nelson Mandela's speeches. They discussed his views about "education being the most powerful weapon in the world" in a sensible and well-informed manner. They offered opinions freely and showed mature attitudes to some of the moral issues facing the world today. Opportunities to discuss their roles and responsibilities in the work of the school and the wider community contribute well to their understanding of citizenship. The good practical approaches to learning enabled them to share ideas and learn from each other. Occasionally, not enough activities are planned to keep pupils focused for the whole lesson. Pupils have regular opportunities to comment, discuss, question and share thoughts and information. Boys and girls have the confidence to speak aloud to the class and their ideas are respected and treated sensibly by their classmates.
75. The leadership and management of personal, social, health education and citizenship are good. There is good provision for sex and relationships and drugs education and the statutory requirements are fully met.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
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	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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