

INSPECTION REPORT

FROMEBANK JUNIOR SCHOOL

Yate, Bristol

LEA area: South Gloucestershire

Unique reference number: 109051

Headteacher: Mr Keith Tinline-Purvis

Lead inspector: Mr David Whatson

Dates of inspection: 18th – 20th April 2005

Inspection number: 266855

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	214
School address:	Tyndale Avenue Yate Bristol South Gloucestershire
Postcode:	BS37 5EX
Telephone number:	01454 867120
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Malcolm Rodgers
Date of previous inspection:	19 th April 1999

CHARACTERISTICS OF THE SCHOOL

Fromebank Junior School is about the same size as most other junior schools. It is situated in a small town a few miles north of Bristol where there is an even mix of owner-occupied and rented houses. The economic circumstances of most families in the area are close to the national average; the proportion of pupils entitled to free school meals, at 13.6 per cent, is broadly in line with the national average. Pupil mobility at the school is low. In nearly every year group there are currently more girls than boys, although in the past this pattern has been the opposite. The vast majority of pupils are of a white British heritage. There are no pupils at an early stage of learning to use English. The percentage of pupils with special educational needs is above the national average. Most of these pupils have moderate learning difficulties. The percentage of pupils with a statement of special educational needs is broadly average. Pupils' level of attainment, when they join Year 3, has risen since the last inspection and is below that expected. The school was awarded the Sport England 'Activemark' award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23494	Mr David Whatson	Lead inspector	Mathematics Geography History English as an additional language
9092	Mr Ron Elam	Lay inspector	
20846	Mr Alan Wilson	Team inspector	English Information and communication technology Art and design Design and technology Special educational needs
32136	Mrs Lesley Brookes	Team inspector	Science Personal, social and health education Music Physical education Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Fromebank Junior School provides a good standard of education. As a result, pupils achieve well and standards are in line with those expected. Pupils develop good attitudes and standards of behaviour. The school provides good value for money.

The school's main strengths and weaknesses¹ are:

- Pupils achieve well because of lively, interesting and challenging teaching.
- Standards in reading, art and design and physical education are above those expected.
- Since the last inspection the school's good leadership, management and governance have driven through many good improvements.
- Pupils' very good moral and social development promotes good behaviour and a desire to learn.
- The cycle of school evaluation in some aspects of school life is well established but the overall evaluations are not always accurate and development planning is not sharply focused.
- Well-experienced and trained support staff provide such good care and guidance to pupils with special educational needs that they make good progress.
- The information provided by many good assessment procedures is not always used well and pupils are not consistently or fully involved in assessing their own learning and do not know how to improve.
- There are very good out-of-class activities, especially in sport, and these support pupils' achievement and enjoyment well.

Improvement since the last inspection has been good. The quality of teaching and learning has improved and, consequently, there have been a significant rise in both standards and pupils' achievement. This has been largely due to good improvements in leadership and management.

STANDARDS ACHIEVED

Pupils' achievement is good. In relation to their below average attainment at the start of Year 3, all pupils achieve well. Overall, standards in the national tests at the end of Year 6 in 2004 were above the national average. Apart from in reading, where current standards are above those expected, standards in writing, mathematics and science are slightly below those recorded last year because of a less able year group. In the national tests the difference in the achievement of boys and girls was not significant except in English. This was less noticeable during the inspection because of the school's efforts to improve boys' performance. Standards fluctuate from year to year because of difference in ability and gender balance. The trend in pupils' performance is better than the national picture, and indicates that, irrespective of standards reached, pupils have achieved well.

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

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

Pupils' achievement in art and design, and physical education is good and, by the end of Year 6, standards in both subjects are above those expected. Achievement in all other subjects, including

¹ The strengths and weaknesses are listed in order of significance.

information and communication technology and religious education, is satisfactory, and standards are in line with those expected. Pupils with special educational needs achieve well, as do gifted and talented pupils.

Pupils' personal development, including their spiritual, moral and social and cultural development is good, overall. Pupils' attitudes to school and their behaviour are good. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching and learning is good. The good lessons begin with lively, well-planned introductions that engage pupils in discussion. Most teachers have a good knowledge and understanding of their subjects and this is reflected in confident teaching. Teachers have very good control of their classes. Pupils are well motivated because lessons are interesting. Pupils with special educational needs make good progress, because of the support and guidance they are given. Assessment is satisfactory. There are many good procedures to track pupils' progress in most subjects, and this is often used well, but sometimes teachers do not make good use of this information they have to inform the planning. Pupils are not consistently involved in assessing their own learning so they do not always know how to improve.

The curriculum is satisfactory overall and is supported well by a wide range of extra-curricular activities. The accommodation is spacious and resources plentiful. The school places a high priority on arrangements for pupils' care, welfare and health and safety. Good levels of monitoring enable pupils to be carefully and sensitively supported and guided. Pupils are frequently involved in the school's work and their ideas are valued and regularly acted upon. The links with parents and those with other schools and the community are positive and fruitful.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. The leadership of the headteacher and key staff, along with the management and governance of the school, is strong and effective. The governors fulfil all their statutory duties. The school's system of self-evaluation and its development of planning, although successful in promoting school improvement, are not as accurate or as sharply focused as they could be.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents like the school and what it provides. They are pleased with their children's achievements and the good relationships between home and school. Pupils say that they also like their school and, in particular, that teachers are fair, and that there is an adult they can go to if they are worried.

IMPROVEMENTS NEEDED

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

- Extend fully the school's system of self-evaluation to all aspects of the school life, including the curriculum, and make more accurate and specific both the overall evaluations and the school development plan.
- Improve assessment by making more use of assessment information in teachers' planning and involve pupils more in their own assessment in order to increase their knowledge of how they can improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is good. Current standards at the end of Year 6 are in line with those expected. In relation to their prior attainment pupils achieve well.

Main strengths and weaknesses

- Pupils achieve well in English, mathematics and science.
- Pupils with special educational needs make good progress.
- Standards in reading, art and physical education are above those expected.
- Pupils' performance has improved since the last inspection.

Commentary

1. The overall results in the national tests at the end of Year 6 in 2004 were above average when compared with both the national average and that of similar schools. In relation to their prior attainment pupils had achieved well. Standards in English, mathematics and science have improved significantly since the last inspection, as has pupils' achievement.

Standards in national tests at the end of Year 6 – average point scores² in 2004

Standards in:	School results	National results
English	27.4 (25.6)	26.9 (26.8)
Mathematics	28.6 (27.3)	27.0 (26.8)
Science	29.2 (27.9)	28.6 (28.6)

There were 48 pupils in the year group. Figures in brackets are for the previous year.

2. In recent years pupils' overall performance has been improving at a faster rate than the national trend. This can be attributed to improved teaching and learning, better assessment, the teaching of pupils in groups determined by their capabilities for some of these subjects, and more focused leadership by subject co-ordinators. Due to significant differences in the gender balance and ability of different year groups, standards have fluctuated from year to year, although pupils' achievement has remained broadly good. Comprehensive assessment procedures and pupil tracking systems have enabled the school to chart this, make accurate predictions of future standards, and have a clear view of pupils' achievement.
3. In 2004, achievement and test results were best in mathematics, where pupils had benefited from being in classes based on ability for mathematics, and having the benefit of additional group work for the most able. In science, standards were in line with the national average, and all pupils achieved well. In mathematics, the difference between the performance of boys and girls was broadly similar to that found nationally. In science, the difference was greater, with girls performing better than boys, partly because there were more girls in the year group.
4. In English, standards were in line with the national average, because the great majority of pupils achieved the expected level. However, fewer pupils than expected achieved above this. More able pupils did not achieve as well as they could in English, partly because insufficient use is made of all the opportunities in other subjects where they could use their literacy skills. In the 2004 English tests, although the boys did better than boys nationally, they did not do as

² **Average Point Scores.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

well as the girls at the school. The difference was not noticeable during the inspection and this was due to the school's efforts to improve the performance of boys by purchasing new resources and using teaching strategies that appeal more directly to boys.

5. Pupils with special educational needs achieve well because of the good support they receive. The school identifies pupils who are gifted and talented and provides additional activities and support for them, so that they also achieve well.
6. Pupils' achievement in art and design, and physical education is good and, by the end of Year 6, standards are above those expected. Achievement in all other subjects, including information and communication technology, and religious education, is satisfactory, and standards are in line with those expected. Most pupils' literacy and numeracy skills are sound, and, when given the opportunity, support their learning in other subjects appropriately. Pupils' skills in information and communication technology are satisfactory and used adequately in other subjects.

Pupils' attitudes, values and other personal qualities

Generally, pupils' attitudes to school and their behaviour are good. Attendance is satisfactory and punctuality is good. Pupils' personal development, especially their moral and social development, is good.

Main strengths and weaknesses

- The great majority of pupils behave well, have positive attitudes to work, and enjoy being at school.
- The good arrangements at the start of the day ensure a prompt start to lessons.
- The school's provision for pupils' social and moral development leads to good relationships around the school and to pupils' good awareness of their responsibilities.
- The school provides few opportunities to inform pupils about multicultural British society.

Commentary

7. Although the school has a good range of strategies to evaluate how effectively pupils' personal qualities are developed, their view of it being very good, is too optimistic. There are indeed some very good aspects to this but, overall, it is good as it was at the time of the last inspection.
8. The level of attendance has declined slightly since the last inspection, as it has not increased in line with national trends. The school regularly reminds parents of the benefits of regular attendance, but some families still insist on taking holidays in term time. In the morning pupils are able to go into the classroom before the official start time resulting in many arriving early and settling quickly to work.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.1
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.

9. Pupils are interested in what happens in school and they enjoy their work; many are involved in out-of-class activities. In lessons, they listen attentively, follow instructions well, and usually settle quickly to the tasks given. They are eager to answer questions and are prepared to contribute their ideas. These positive attitudes reflect the quality of teaching and the variety of interesting activities built into the lessons.

10. Pupils' social development is very good. The school provides many good opportunities for pupils to interact with classmates. Pupils act maturely when undertaking the many different responsibilities they are given around the school. Their awareness of the wider world is enhanced well through, for example, links with senior citizens and pupils' work in subjects, such as geography. Pupils' good relationships with their classmates, and with adults, contribute positively to the quality of work in lessons and to the progress they make.
11. Pupils' spiritual development is good and is successfully encouraged by the sense of community that develops in assemblies, and through subjects such as history and religious education. Pupils are developing a good understanding of their own cultural heritage, through a good variety of stimulating activities, and other cultures through events such as the multicultural arts week. The opportunities for pupils to become aware of the diversity of modern British multicultural society are not, however, as well developed.
12. Most pupils respond very well to the moral guidance from the school and have a good understanding of right and wrong. They are generally open, well mannered, and welcoming to visitors. The school uses a variety of positive strategies to encourage good behaviour, which emphasises qualities such as kindness, and these are generally effective. These strategies are consistently used across the school and are valued by the pupils. There have been no exclusions in the last reporting year. Nevertheless, occasionally, in a few of the lessons seen, there was some low-level silly behaviour by a few pupils. These incidences are dealt with well, but they do slow the pace of learning. A very few pupils occasionally show aggression, which can amount to bullying, but the school has secure procedures to deal with any that may occur and detailed procedures are in place to monitor the situation. Pupils and parents confirm overwhelmingly that the school deals swiftly and effectively with any incidents that may occur.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Both teaching and learning are consistently challenging and interesting across the school. Assessment is secure. The curriculum is satisfactory and is supported by many activities that enrich pupils' learning. The accommodation is spacious and resources plentiful. The arrangements for pupils' care, welfare and health and safety are good. Staff know their pupils well and this enables them to provide sympathetic and appropriate support, advice and guidance. Pupils are frequently involved in the life of the school. There are numerous supportive and beneficial links with parents, other schools and the community.

Teaching and learning

The quality of teaching and learning is consistently good across the school, especially in English, mathematics, and science. There are many good assessment procedures, but the information it provides is not always used well, and pupils are sometimes unaware of what they need to do to improve.

Main strengths and weaknesses

- Pupils learn well because lessons are well planned and resourced to make them interesting and enjoyable.
- Because of good relationships and classroom management, pupils are attentive, productive and respectful.
- The thorough assessment of pupils' attainment in English and mathematics is used well to provide work for pupils of different abilities.
- The information provided by many good assessment procedures is not always used well in other subjects.
- Pupils are not fully involved in evaluating their own progress and do not always know what to do to improve.

Commentary

13. Both the school and the parents think that teaching and learning are good; this view is confirmed as accurate by the inspection. The proportion of good teaching has increased since the last inspection. Unlike the last inspection, no unsatisfactory teaching was seen, and good teaching was observed in every year-group.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (14%)	16 (53%)	10 (33%)	0 (0%)	0 (0%)	0 (0%)

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

14. A real strength in nearly all the lessons observed was the quality of relationships and the good management by teachers of pupils' behaviour. There is a pleasant and supportive rapport between pupils and teachers so that lessons are orderly and safe sessions in which pupils behave well and have the confidence to ask questions and participate in all aspects of the lesson. The good working atmosphere that this creates encourages pupils to be attentive and productive.
15. In most lessons, teachers have a secure knowledge of the subject and how to teach it; this is particularly true in English, mathematics, and science. Lessons frequently start with a well-paced introduction that recaps on pupils' learning and identifies the learning for the current lesson. The good use of questions by teachers encourages pupils to think. In English and mathematics, teachers make good use of assessment information to plan work for pupils of different abilities. In these subjects, as well as science, lessons are planned well; they have extension activities, thus demonstrating teachers' high expectations and challenges for all pupils, including those who are gifted and talented. In many other subjects, teachers use their termly or half-termly plans to inform their teaching. These do not identify activities for pupils of different abilities and they do not, therefore, meet the needs of all pupils. However, all lesson plans do focus on both the progressive development of skills, as well as content, and teachers make good use of resources. These, along with a good variety of teaching strategies, often capture pupils' interest and assist pupils in deepening their knowledge and understanding. This is well supported by the homework that is regularly sent home and the support provided by parents for this.
16. Teaching support assistants are briefed and deployed well to support pupils with special educational needs. Their sensitive and informed direction, based on pupils' good individual education plans, supports the good learning and involvement by pupils in the lesson. However, on a few occasions the lack of additional adults slowed pupils' learning, as the pupils did not have quick or direct access to guidance when they were in difficulty.
17. In most cases, time is used well and pupils' learning is well paced, so pupils gain the most from each aspect of a lesson. However, in some of the satisfactory lessons the introduction was too long and an unvarying teaching strategy, relying on simple questions and answers, was over used. At these times, pupils' interest began to wane and their learning slowed. It also meant that there was insufficient time for pupils to become fully involved in their independent work and the end of the lesson was rushed. Important opportunities for pupils and teachers to assess learning were, therefore, missed.
18. Overall assessment is satisfactory and has improved since the last inspection. Information gained from regular testing across the school is used well in English, and mathematics (currently there is no formal assessment in science) to prepare work for pupils of different abilities, identify possible underachievement and pupils with special educational needs, as well as gifted and talented pupils. This has helped raise teachers' expectations and pupils' achievement in these subjects, since the last inspection, especially for the most capable. In English, pupils have their own targets and are fully aware of what these are, but in mathematics their understanding of them is far less secure. There are no targets for pupils in science, so they do not know what they have to do to improve.

19. Assessment procedures in many other subjects are good. At the end of a topic or unit of work, pupils' work is assessed against what is normally expected for their age, and this is then carefully checked by the subject co-ordinator. Although this gives teachers a reasonable insight into pupils' attainment, the information is not used sufficiently to support pupils' future learning, and lessons are not always planned for pupils of different abilities. Because of this, the work is too easy for some pupils and too hard for others. Although pupils' work is regularly marked, in accordance with the school policy, it does not always inform pupils about how they could improve their work, nor is it related to pupils' own targets. The assessment and tracking of pupils with special educational needs is good. This allows the most appropriate support to be given as pupils' needs change.

The curriculum

The curriculum is satisfactory overall and is supported well by a good range of extra-curricular activities that enrich pupils' learning. The accommodation and resources are good.

Main strengths and weaknesses

- The support provided for pupils with special educational needs is good.
- There is a good range of out-of-school opportunities.
- Provision for pupils' personal development is good.
- Curriculum development lacks regular review or innovation.
- Opportunities to participate in sports activities are very good.

Commentary

20. The curriculum has improved since the last inspection, in that the school now ensures that all subjects are allocated enough time to enable adequate coverage. The national strategies to support literacy and numeracy are firmly in place and support pupils' achievement well.
21. The provision for the large group of pupils with special educational needs is good. The quality and accuracy of teachers' assessments and target setting is a strong element of their success in supporting these pupils, along with teachers acting quickly to inform parents and set up individual education plans in close partnership with well-informed teaching assistants. Pupils' individual education plans are well written. They ensure the correct support is provided and the progress of pupils with special educational needs is monitored closely so that they achieve well.
22. The school provides well for pupils' personal development with the result that their behaviour is good and their attitudes are positive. This helps them to learn well. Personal, social and health education, which includes sex and relationships and drugs education for older pupils, is sensitively well organised. This aspect of their development is taught through a good scheme of work which is matched well to the ages and understanding of the pupils in each year.
23. The school provides a good range of additional learning opportunities and clubs. These activities embrace a range of topics, and include residential visits, music, and sport. The school choir and instrumentalists participate successfully in local music festivals, and school sports teams take part in many local tournaments. There are good links with the secondary school that include sports coaching and opportunities to join in competitive sport. Many of these additional activities are used well to support gifted and talented pupils. Visits and visitors enhance the curriculum well; an enjoyable and educative visit by 'the Romans' took place during the inspection.
24. The school is well staffed by experienced and knowledgeable teachers. There are few general teaching assistants and on a small number of occasions during the inspection this prevented some pupils making maximum progress. The school makes good use of its spacious internal and external accommodation. There have been significant improvements in dedicated areas for learning, such as the computer suite, and a newly constructed music room, as well as the

provision of interactive whiteboards in most classrooms. Resources for nearly all subjects are good and enable the curriculum to be taught effectively.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are good. The provision of support, advice, and guidance based on monitoring are good. The involvement of pupils in the school's work, through seeking, valuing, and acting on their views is also good.

Main strengths and weaknesses

- Pupils trust the teachers and know there is always someone to whom they can turn.
- The recording and monitoring of pupils' progress enhances their personal and academic development.
- The school has effective procedures to ensure a healthy and safe environment.
- On occasions, there are insufficient adults to provide good levels of care at lunchtime play.

Commentary

25. As at the time of the last inspection, staff show good concern for the needs of the pupils and provide good role models to encourage their personal development. Both parents and pupils comment positively about the good arrangements for pupils to settle into school. Pupils influence some, but not all, aspects of school life, through the well-established school council and by regularly completing extensive questionnaires.
26. The monitoring of pupils' academic development is satisfactory and has improved since the last inspection. Detailed assessments in nearly all subjects clearly inform teachers as to which pupils may need extra support or challenge; this is then quickly provided. Pupils' personal development is monitored well. Pupils keep their own profiles, identifying the areas in which they want to succeed. Their personal qualities are well understood by the staff and good guidance and support is provided. Their self-esteem is nurtured well by the frequent and appropriate use of praise and other rewards, such as 'Golden Time'. The emotional development of pupils is also positively enhanced by the support from staff funded by local trusts and funds.
27. The school has good arrangements for first-aid with all staff trained, records kept of treatment, and parents notified if their children bump their heads. The school follows the local procedures for child protection, and staff receive the relevant guidance. The school has good procedures in place for ensuring that the school is a safe environment. These include risk assessments and regular monitoring visits around the school. Activities in the playground at lunch times are monitored well by the midday supervisors. However, there are occasions when there are too few adults to monitor the whole playground and, therefore, pupils' care and welfare can be jeopardised.

Partnership with parents, other schools and the community

Links with parents are good overall. Links with the local community and other schools are also good.

Main strengths and weaknesses

- Parents hold the school in high regard and are pleased with what the school provides.
- The support by parents at home and in school makes a good contribution to pupils' achievement.
- The involvement of a range of organisations and people from the community extends experiences for pupils' personal and academic development.

Commentary

28. In their response to questionnaires and at the pre-inspection meeting, parents showed that they are pleased with what the school provides. Their children like school, the staff expect their children to work hard and they make good progress. These views are similar to those expressed at the time of the last inspection. A few parents expressed concern about the behaviour of some pupils. The inspectors conclude that the behaviour of the great majority of pupils is good and the school has good procedures to deal effectively and quickly with any problems that may occur.
29. The school has maintained the good partnership it had with the parents at the time of the last inspection. The school sends home a wide range of information so that parents are well-informed about what is happening in the school and about their children's progress. This includes termly targets that outline what each child needs to do to improve and how parents can help at home. The home-school association successfully holds several fundraising and social events that raise money for the school, as well as adding positively to the strong sense of community at the school. Parents regularly help in the school, and are effective in the contributions they make to raise achievement as a result of the good guidance they receive from teachers. Parents provide good support at home and, at the very least, ensure that children complete their homework. The school values parents' views and an extensive annual survey of parents' opinions enables the school to improve what it offers pupils and to evaluate its work. There is an established procedure that the school follows in trying to deal both sensitively and effectively with any concerns or complaints.
30. Community links are wide ranging and are similar to those at the time of the last inspection. The good links with a residential home promote pupils' personal development well and enrich the curriculum. In subjects such as history and geography, good use is made of the local area and local organisations to enhance the curriculum; with the help of the River Authority a nearby river has become accessible. Local artists, musicians, and businesses have worked with the school and the pupils to improve the environment and pupils' achievement. Good links with local infant and secondary schools help pupils to settle well into their new school, and allow staff to share resources and expertise to enhance pupils' learning in subjects such as music, science and sports.

LEADERSHIP AND MANAGEMENT

Overall, the quality of leadership and management is good. The leadership of the headteacher, along with the management and governance of the school, is good.

Main strengths and weaknesses

- The headteacher leads others well in continually evaluating the schools' provision and looking at ways to improve.
- Key members of staff have a central role in the running of the school.
- Governors play a very positive role in school improvement.
- School self-evaluation is not always accurate.
- The current school improvement plan has supported improvement well, but it lacks clarity at times.

Commentary

31. As was found at the time of the last inspection, the headteacher provides a caring and determined leadership that has continued to promote a good work ethic amongst those at the school, and a desire continually to seek improvement. His very high aspirations and sense of purpose have been thoughtfully implemented so that he now leads a good school. With the active support and encouragement of the governing body, he has harnessed well the energy and enthusiasm created by the development of new management and leadership roles in the school; he has created dynamic leadership at all levels.
32. Since the last inspection the leadership of key members of staff has improved significantly. The deputy headteacher is very visible; she is a good role model and has eagerly, and

successfully, taken on many areas of responsibility, such as assessment, that have helped the school move forward. The training and direction that all other co-ordinators have been given now ensure that the co-ordinators of special educational needs, and of subjects such as English and mathematics, are good, and that co-ordinators are directly accountable for performance in their subjects. This, and the opportunity, and their willingness, to support and guide their colleagues have led to many improvements.

33. Overall, school self-evaluation is sound. In most aspects of its work the school systematically evaluates its performance on a yearly basis, through a series of well-established activities. This cyclical review of the school's performance, and that of individuals, as well as of goals, and targets, involves all staff and provides good levels of direction and support. This has helped raise standards and achievement and has improved the quality and consistency of teaching and learning across the school. In respect of these areas, as well as leadership and management, the school is able to measure its effectiveness accurately against established criteria. However, in other areas, such as the curriculum and links with parents, even though the school appreciates accurately all its strengths and weaknesses, the overall judgements are not always as realistic as they are in other areas, as the criteria have not been used or understood as thoroughly.
34. The school's vision and priorities are thoroughly recorded in its well-structured, yearly development plan. This has helped the school make good improvements since the last inspection, especially with its focus on teaching and learning and assessment. However, not all aspects of the plan are sharply focused. It does not identify the five or six priorities for the current year. Raising achievement is central to the plan, but many of the success criteria are not specific enough for those monitoring the plan to evaluate how effective it has been.
35. The potential impact on pupils is at the centre of all financial decisions, and the school seeks best value for money in its spending. This was demonstrated in a difficult decision made by the governors, when, at the last inspection, the school was criticised for low standards and teachers not meeting the needs of all pupils in mixed-age classes. The governors, therefore, decided to have fewer teaching assistants in order to fund two single-age classes per year group. In the last few years this has been highly successful in raising achievement. The school recognises the impact that having so few teaching assistants can have on pupils' learning, and would like to change this, but given their budget, they maintain, and can show, that single-age classes have been very successful in raising achievement. It is so that this successful initiative may continue in future, that the school is carrying forward a larger amount than is recommended, as they are aware, from forward planning, that the school roll is going to fall slightly.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	499,905
Total expenditure	458,641
Expenditure per pupil	2,133

Balances (£)	
Balance from previous year	41,230
Balance carried forward to the next	41,264

36. Since the last inspection the governors have become far stronger and far more involved in the leadership of the school. In the light of criticism they received in the last report, they developed a very comprehensive system to ensure that they complied with all their statutory duties, supported the school, held it to account, and helped shape its strategic development. They have not only made difficult, but well informed financial decisions, but they have also worked closely with all the staff to formulate and implement a compelling vision and learning environment for the school. Through their analysis of data and monitoring of school improvement, they regularly hold the school to account and, through questioning and target setting, challenge it to do better. The governing body fulfils all of its statutory duties.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Because of the school's focus, standards in reading are above national expectations by Year 6.
- The assessment and planning of pupils' work are good.
- Literacy skills are not always effectively developed across other areas of the curriculum.
- The subject is managed well.

Commentary

37. The national test results in 2004 for pupils at the end of Year 6 were average when compared with schools nationally and above average in relation to schools with pupils of similar prior attainment. The inspection findings are that, in spite of the fact that the current year group is slightly less able than in the previous year, standards remain securely in line with national expectations, overall, and are above expectations in reading. Pupils throughout the school, including those with special educational needs, achieve well. Girls achieve better than boys, particularly in writing, but the school has taken steps to analyse and address the differences, and the gap in standards is closing. There has been very good improvement since the last inspection, when standards were judged to be well below national expectations.
38. The quality of teaching and learning is consistently good throughout the school. All teachers have a thorough knowledge of the standards that they expect the pupils in their class to achieve, and use this well to plan work at precisely the right level of difficulty for groups of different abilities. This is supported by good relationships between adults and pupils, and high expectations of behaviour and participation in lessons. Teaching assistants provide very good support for less able pupils and those with special educational needs. On the other hand, on a small number of occasions, when no support is available, the progress of the class as a whole is slightly slower because the class teacher has to spread her attention more widely.
39. Standards in speaking and listening are in line with national expectations. Most pupils are attentive and listen well because lessons are interesting and pupils know what is expected of them. Teachers plan a good range of activities to develop pupils' spoken language through one-to-one questions and discussions with a partner or in groups. However, at times teachers' expectations in terms of the quality and quantity of pupils' verbal contributions are low and one-word or inaudible answers are accepted which is unsatisfactory.
40. Standards in reading are above national expectations in Year 6 because teachers throughout the school work hard to promote good reading skills on the one hand and a love of books and literature on the other. The consistent use of reading diaries, well supported by parents at home, is a particularly successful strategy because it encourages pupils to make sure that they thoroughly understand the books they have read. Other activities, such as visits by authors, book fairs, and regular use of class and school libraries, have a very positive impact on pupils' attitudes to reading.
41. Standards in writing are in line with national expectations, and pupils achieve well in relation to their prior attainment. The teaching of writing is carefully structured so that year on year, pupils become more skilled and independent in planning pieces of writing for an increasingly wide range of purposes and readers. Teachers carefully track the progress of individual pupils and make good use of day-to-day marking of work and regular discussions with pupils to help them to improve. Pupils remember well the targets for improvement that they have been

given, and in discussion they acknowledge how useful these have been in helping them to improve.

42. Despite a recent change of co-ordinator, good quality leadership and management in the subject has been successfully maintained. The monitoring of teaching and learning, particularly through the understanding of the strengths and weaknesses of individual pupils, continues to be sharply focused. Subject development priorities tend to be specific to the subject, such as raising achievement by boys, but their success criteria are not sharply focused.

Language and literacy across the curriculum

43. There is a sound range of opportunities for pupils to use their literacy skills in other subjects. Reading skills are used and developed well because pupils are frequently expected to look for information in library reference books. Although some good extended writing takes place in some subjects, for example, in the recording of science investigations, there are generally too few opportunities in subjects such as religious education and history for pupils to use their writing skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Because of lively and interesting teaching all pupils achieve well.
- Well-informed leadership and careful management have helped raise standards.
- Detailed assessment procedures help teachers target support to those who need it.
- Pupils are not fully involved in assessing their own learning and do not always know what they need to do to improve.

Commentary

44. Standards in the national tests at the end of Year 6 in 2004 were well above the national average, and in relation to schools where pupils have similar prior attainment, this able year group achieved very well. This is a very good improvement since the last inspection. The current Year 6 is a less able year group and current standards are in line with those expected. Pupils have, in relation to their prior attainment, continued to achieve well. From year to year, there is a difference in the performance of boys and girls due to the changes in gender balance.
45. The quality of teaching and learning is good. Pupils achieve well because lessons always begin with lively, well-planned, mental starters that engage pupils well and encourage them to think. However, too much time is sometimes spent on these, and pupils' independent work, so that there is insufficient time at the end of the lesson for teachers to assess pupils' understanding thoroughly. Most teachers have a good knowledge and understanding of mathematics, and these are reflected in confident teaching, accurate use of terminology, and clear explanations when responding to pupils' questions or misconceptions. Teachers have very good control of their classes, and good the behaviour, shown by most pupils, and the good relationships that they have with their teachers, contribute positively to their learning. Pupils are well motivated because teachers generally make the lessons interesting, through the use of a wide range of resources and a good variety of teaching methods. Computers are used effectively on occasions, for example, to challenge the more able, but the computer suite is not used extensively or regularly to support numeracy teaching. Most aspects of mathematics are well covered, although pupils' experience of problem solving and investigating is less well developed.
46. There are good systems by which pupils are assessed and their progress tracked. This enables the school to identify carefully pupils who need support. Pupils with special

educational needs make good progress because, not only do they have mathematical targets in their individual education plans, but they also benefit from well qualified and experienced adults who are deployed well to support their learning. Placing pupils into sets based on ability, across the school, has greatly assisted teachers in preparing work that closely meets pupils' needs. This has helped to raise achievement since the last inspection. The provision of additional group work for the most able pupils also ensures that these pupils are suitably challenged. However, on a few occasions, the lack of additional adult support hinders pupils' learning, as pupils do not have ready access to support and guidance.

47. Although there are systems by which pupils are involved in assessing their own learning, these are not used consistently across the school. This, therefore, limits pupils' knowledge of how they could improve and is unsatisfactory. This is compounded by the fact that pupils are unsure of their own targets and the marking of their work does not usually refer to these targets or give suggestions about how they could improve.
48. The leadership and management of mathematics are good. The subject is closely monitored and support and guidance provided both individually and at staff meetings. Priorities for development identified by the school are appropriate, for example, pupils' involvement in assessment. However, some of the criteria against which actions are measured are not specific enough and this makes measuring their success more difficult.

Mathematics across the curriculum

49. Pupils have a satisfactory range of opportunities to use their mathematical skills, for example, when making graphs in science, and by using their skills in measurement when making models in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Most pupils achieve well because of good teaching.
- There is a good level of practical work to enhance learning.
- Resources are good and are used well.
- Assessment is unsatisfactory.

Commentary

50. In the 2004 national tests, pupils' performance was average when compared with schools nationally, and in relation to schools where pupils have similar prior attainment. All groups of pupils achieve well, regardless of background, ability, or gender. Current standards are similar to those of the last few years, and pupils continue to achieve well. Standards and achievement have both improved significantly since the last inspection due to better teaching and learning, and an emphasis on practical activities that encourages pupils to think and to apply their skills, knowledge and understanding.
51. Teaching and learning are good. Teachers prepare resources carefully and, through good questioning and stimulating practical activities, constantly challenge their pupils to draw scientific conclusions. Pupils frequently work in pairs and small groups, when carrying out practical work, which supports well their personal development and their participation and enjoyment. Due to the good use of resources and practical problem solving, pupils respond to lessons with good levels of interest and curiosity, as well as excitement and awe at the results. A shortcoming in teaching lies in how pupils' work is marked. While there is evidence of some good marking, too many comments relate to the effort that pupils have applied, and do not give them the guidance they need to improve their work. Pupils do not have set targets in science, so they do not always know how to improve.

52. Science makes an appropriate contribution to the development of pupils' literacy and mathematical skills, as pupils have to undertake accurate measurements and record their findings. On occasions, computers are used appropriately to support pupils learning, but this is not extensively planned.
53. The leadership of the subject is good. The leader is newly appointed but brings energy and enthusiasm to the role. She has introduced a new scheme of work that is more closely matched to the identified needs of the school and has had a positive impact on raising the profile of the subject. The management of science is satisfactory. The co-ordinator has through a basic system of evaluating supported an identified problem in the handling of scientific data. As yet, she has not had sufficient opportunity to monitor the subject in depth. A good assessment system has recently been introduced and this complements the new scheme of work well, but it has not yet had time to be used or, therefore, to make an impact.

INFORMATION AND COMMUNICATION TECHNOLOGY

As only one lesson in information and communication technology was available to be observed during the inspection, no overall judgement has been made on provision.

54. Discussions with pupils in Year 6 about their current and previous work, and observation of their computer skills, indicate that they are achieving satisfactorily. Their range of experience and their understanding of the wider uses of information and communication technology indicate reasonable coverage of the National Curriculum. Similarly, their keyboard skills, confidence in operating software and their ability to meet new challenges reflect standards broadly in line with national expectations. Overall, assessment is satisfactory. Through the regular use of a detailed checklist, teachers have a good understanding of pupils' standards and the progress that they make. However, from the evidence of teachers' planning, this information is not always used well to prepare challenging tasks for pupils of different abilities.
55. The new computer suite is timetabled for use by all classes and ensures progress in the development of basic skills; it is used flexibly for most of the week. The school has recently installed interactive whiteboards in some classrooms and many teachers are making good use of these as a tool for day-to-day teaching and learning. The development of the subject is being hampered by the lack of a permanent co-ordinator. Current arrangements are satisfactory as the headteacher is currently fulfilling this role on a temporary basis.

Information and communication technology across the curriculum

56. The work on display and in pupils' books for all subjects indicates that, while some opportunities are planned to practise and develop their computer skills in some subjects, not all possibilities are exploited.

HUMANITIES

Neither **geography** nor **history** was inspected in depth, as, due to the structure of the timetable, it was not possible to see sufficient of either subject to make an overall judgement on provision.

57. A scrutiny of teachers' planning and pupils' work indicates that standards in **geography** and **history** are in line with expectations, and pupils make steady gains in their learning. Curriculum planning shows that all aspects of both subjects are fully covered in both the development of skills and content. There are satisfactory links with other subjects, such as numeracy, but links with literacy, especially through extended writing, are not fully exploited. Adequate use is made of information and communication technology to support pupils' independent learning, but evidence in pupils' work shows that teachers do not extensively use this approach. Overall, assessment is satisfactory. Good systems of assessment have been put in place for both subjects. Pupils are carefully assessed at the end of each term or topic; these assessments are accurately moderated by the co-ordinator. However, teachers do not

always use this information to prepare work for pupils of different abilities. This is often compounded by the use of lesson plans that do not include suggested activities for pupils of different abilities. The marking of pupils' work is unsatisfactory and does not provide guidance or support on how improvements can be made. Overall, subject leadership is satisfactory. There is evidence of a few lesson observations, development plans that are appropriate and regularly reviewed, and collated portfolios of work. Good use is made of the local environment, for example, work on the historical and geographical significance of the local area has supported pupils' learning well, as has the use of visitors, such as the visiting 'Roman' theatre group.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- A new scheme of work has been introduced effectively.
- Assessment is unsatisfactory as systems have yet to be fully established.
- Resources for the subject are good.
- Some written tasks are not as challenging as they could be.

Commentary

58. By the end of Year 6, standards are broadly in line with those expected in the locally Agreed Syllabus. Standards are similar to those found at the last inspection, and pupils achieve satisfactorily. The coverage of the curriculum is satisfactory, and teaching is sound overall, enabling pupils to make steady gains in developing a sound knowledge and understanding of a variety of World faiths, and they show an appropriate respect for these. Pupils with special educational needs achieve as well as other pupils. The new scheme of work is closely related to the locally Agreed Syllabus programme of study. Teachers are generally confident in their teaching and lessons involve a wide range of teaching methods that help keep pupils interested. Pupils are managed well, due to good relationships and management strategies. Good use is made of discussions, and teachers often use questions well to develop pupils' thinking. Topics are linked well to developing pupils' personal development. However, pupils' involvement in their own learning is limited, because there are insufficient opportunities for independent research or for them to evaluate their own learning. Reasonable use is made of the locality, by visiting Anglican and Baptist churches, and this is, on occasion, supplemented by use of the Internet. Insufficient use is made of large urban areas, such as Bristol, however, to visit other places of worship regularly, in order to develop pupils' understanding of the multitude of faiths celebrated in Britain. Visitors, especially theatre groups, make a valuable contribution to both the curriculum and pupils' learning, but their focus is mainly Christian and, therefore, pupils are not gaining an insight into the diversity of religions in modern British society.
59. There are good quality resources, related to the religions studied. Assessment procedures are satisfactory, but not used well. An assessment system that is linked to the planned scheme of work has been introduced recently, but teachers are not using this consistently, or the information it provides, to prepare activities for pupils of different abilities. Teachers' marking of pupils' work does not always suggest ways of making improvement, and opportunities for pupils to be involved in self-assessment are currently under-developed. Pupils' writing skills are developed satisfactorily, but there are few planned opportunities to improve literacy, or to make use of computers to support pupils' learning. The subject is led and managed satisfactorily. The subject leader is newly in post, but has already successfully managed the introduction of the new syllabus, scheme of work and associated resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to the focus of the inspection, no direct teaching of **design and technology** was observed during the inspection and no overall judgement about provision has been reached.

60. Based upon the analysis of pupils' work, displays around the school, and discussions with pupils, standards in **design and technology** in Year 6 are in line with those expected. Teachers' planning indicates that all elements of the curriculum; designing, making, and evaluating, are adequately covered. Assessment procedures are secure and the school tracking system corroborates the satisfactory achievement evident in the analysis of pupils' work. The co-ordinator is showing good leadership by making significant improvements. She has provided a good scheme of work for design and technology that is being successfully implemented, and she has identified that, in order to improve standards further, there is a need to provide opportunities for training to develop teachers' confidence and subject knowledge.

Art and design

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

Main strengths and weaknesses

- Pupils achieve well using a wide range of media.
- Leadership and management of the subject are good.

Commentary

61. Standards are above expectations by Year 6 and pupils of all abilities achieve well. This reflects good improvement since the last inspection when standards and achievement were judged as satisfactory.
62. Taking full account of the lessons seen, the work on display, and the photographic records provided by the co-ordinator, the quality of teaching and learning is good overall. This is because teachers plan a very broad and imaginative range of activities that develop pupils' skills and confidence, step by step, in many aspects of art and design. As a result, by Year 6 most pupils have well developed skills in drawing, colour mixing, and painting and in the use of a wide range of media for completing three-dimensional pieces of work.
63. The co-ordination of the subject is good. The co-ordinator has worked hard and successfully to improve and implement what is now a good curriculum, fully supported by appropriate staff training, which has had a positive impact on achievement. She has also introduced initiatives, such as artists in residence and a multi-cultural week, which make a positive contribution to pupils' personal development and enable them to practise, develop and exhibit their artistic skills. She has a clear view of the progress pupils make and the strength of the curriculum from the overall view she is given by reviewing the good and accurate assessments that class teachers make of pupils' work.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The many opportunities to learn musical instruments support pupils' achievement well.
- The music curriculum is enriched by the range of clubs and societies.
- Pupils are not consistently involved in reviewing and improving their work.

COMMENTARY

64. Standards in music noted at the time of the last inspection have been maintained; by the end of Year 6 they are in line with those expected. Overall, pupils achieve satisfactorily, but many achieve well due to the wide range of extra-curricular musical activities that the school provides. Within these activities, standards are above those expected.
65. Teaching and learning are satisfactory. The school's use of a commercial scheme of work supports well the teachers who are less confident about teaching the subject. This promotes the steady development of pupils' skills in singing, composing, appraising, and listening. Pupils are often encouraged to appreciate different types of music, for example, the work of Dvorak, and Caribbean music. High expectations of pupils' behaviour and good relationships ensure that teachers can support pupils and encourage them all to 'have a go'. On many occasions, the use of commercially produced recorded music provides a good focus to a lesson and a series of well-paced activities. Assessment is satisfactory; it informs teachers about how well groups or individuals have achieved. As a result, lessons are generally matched to pupils' different abilities, so that each is appropriately challenged. However, pupils are not consistently involved in critically reviewing the work of their classmates in order for them to know how to improve their own work.
66. The subject leader is enthusiastic, knowledgeable, and committed, and provides strong leadership and inspiration for her colleagues. She has provided good support for her less confident colleagues and been instrumental in developing and organising extra-curricular activities. A good number of visiting musicians, as well as the lunchtime choir and orchestra, after-school clubs, and public performances, greatly enhance the general curriculum. Pupils also benefit from a newly constructed and dedicated music room. It is relatively spacious, used regularly for both class and peripatetic lessons, and houses a good collection of different instruments.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is good and leads to good learning and achievement.
- A well-planned and resourced curriculum is effectively supported by a good programme of extra-curricular activities.
- The school has been awarded the Sport England 'Activemark' award.

Commentary

67. Only two aspects of physical education were observed during the inspection, as the three lessons seen focused on athletics. Standards in these lessons were in line with expectations and pupils achieved well. In the Year 6 introductory lesson to tennis that was seen, pupils' control over the ball was in line with the standard expected. However, school records show that general standards in physical education are higher than those expected; standards in swimming are above those expected, and the school is frequently successful in matches against other schools. Teachers' assessments also show that pupils' games skills are well developed by the time they leave the school. Standards and achievement have improved well since the last inspection.
68. The quality of teaching is generally good, especially when the teachers are confident in teaching the subject. In most lessons, teachers manage their pupils well and lessons are safe, orderly sessions. Teaching points are made clearly, and in most lessons there are good opportunities for pupils to demonstrate, review and improve their performance. Assessment is often used well to plan the lesson and provide challenges to the more able. The lively pace engages pupils well and the teachers' enthusiasm actively encourages pupils to be more energetic. However, in a few lessons the teacher planned too many activities so that pupils

had insufficient time to develop their skills before they had to move on. As a consequence of this, pupils' learning was not as secure as it could have been.

69. The subject is managed well. It has played an important role in helping the school achieve the Sport England 'Activemark' award in 2004. This school was one of only 53 schools nationwide to achieve this award. There is a well-planned curriculum, enriched by a good number of well-attended extra-curricular sports activities that enhance pupils' skills in a range of disciplines. The school's good indoor and outdoor accommodation supports pupils' learning well and resources are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only one lesson was seen in **personal, social and health education**, and **citizenship**. It is not possible, therefore, to make an overall judgement on provision, although the quality of teaching and learning was good in the lesson observed.

70. During the week each class has specific personal, social and health education lessons that are timetabled appropriately. They are reinforced by the 'Life Skills' programme that the school uses each year and that helps pupils' personal development in areas such as decision-making and co-operation. It is clear that these aspects of pupils' development have a high priority. They are embedded in the ethos and the curriculum and they were evident in everything that was inspected. The school actively encourages pupils to have healthy snacks, promotes physical activity, and explains to them why healthy life styles are important. Teachers always have high expectations of pupils' behaviour and reinforce their expectations well, through quiet discussion, being good role models, and the consistent application of the school's behaviour management policy. There is appropriate attention given to drugs awareness, and sex and relationships education are taught in line with the school's policy which is linked to carefully to the age of junior school pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
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	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	3
The governance of the school	3
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).