

INSPECTION REPORT

Swell C. E. (VC) Primary School
Cheltenham

LEA area : Gloucestershire

Unique Reference Number : 115652

Acting Headteacher : Mrs M. Graham

Reporting inspector : Mr R. W. Burgess
OIN 20950

Dates of inspection : 18th – 20th October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : Voluntary Controlled

Age range of pupils : 4 – 11

Gender of pupils : Mixed

School address : Lower Swell
Cheltenham
Gloucestershire
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Appropriate authority : Governing Body

Name of chair of governors : Mrs P. Hill

Date of previous inspection : April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr R. W. Burgess, Rgl	Mathematics	Attainment and progress
	Science	Teaching
	Information technology	Leadership and management
	Design and technology	The efficiency of the school
	Geography	
	History	
	Physical education	
Mrs H. Barter, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mrs G. Dunkling, TI	English	The curriculum and assessment
	Religious education	Pupils' spiritual, moral, social and cultural development
	Art	Staffing, accommodation and learning resources
	Music	
	Special educational needs	
	Under fives	

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MAIN FINDINGS

What the school does well

- ◆. The excellent attitudes to work, relationships and commitment to high standards.
- ◆. The excellent provision for the pupils' moral and social development.
- ◆. The excellent financial control and day-to-day administration.
- ◆. The very good leadership and management by the acting headteacher, staff and governors to successfully implement the school's aims.
- ◆. The very good procedures for assessment of pupils' attainment and progress.
- ◆. The very good levels of care for pupils' welfare throughout the school.

Where the school has weaknesses

No areas of the school's work were judged to be unsatisfactory during the inspection. Weaknesses are therefore relative.

- I. Opportunities to gain a knowledge and understanding of the rich cultural diversity in modern society.
- II. Provision for a wide range of extra-curricular activities.
- III. The lack of adequate on site facilities for indoor physical education and whole school activities.
- IV. Space for outdoor play is barely adequate.

The school's strengths greatly exceed its relative weaknesses. The governors' action plan will set out how the minor weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

There has been a good improvement since the last inspection, in particular through the successful addressing of the key issue of accommodation, especially at Key Stage 1. The school has benefited from a complete remodelling of the interior to provide much improved facilities for staff and pupils. The school has successfully maintained the good standards attained at the time of the last inspection. The headteacher has been absent for almost 12 months for health reasons. In this time the school has been well led by the acting headteacher who, together with her colleagues and governors, has ensured the continued development of the school. This has been achieved through the hard work, commitment and dedication of the staff, governors and parents. There have been good improvements in the links between the school and the local community. In order to raise standards, targets are identified for individual pupils and progress towards these targets is carefully monitored. The detailed monitoring and evaluation of standards of attainment and quality of provision within the school ensure the school is well placed to continue to develop in the future.

Standards in subjects

As the number in each year group in 1998 was less than 10 it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools.

The number in each year group varies considerably, also the number of pupils with special educational needs. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. The performance in recent years reflect the school's commitment to high standards with all pupils, with the exception of a small number on the higher stages of the register of special educational needs, attaining the levels expected nationally for pupils aged 7 and 11 with a significant minority of pupils attaining above these levels. This is a positive indication of the school's success in ensuring all pupils attain their potential.

Levels of attainment upon admission to the school are broadly average. By five years of age almost all pupils attain at least satisfactory standards in all the areas of learning. During the inspection standards for the majority of pupils were good and above national expectations for pupils aged 7 and 11 in English, mathematics and science. In information technology standards are satisfactory and in line with national expectations for pupils aged 7 and good and above national expectations for pupils aged 11. Standards in religious education are satisfactory and meet the requirements of the locally agreed syllabus. In the lessons observed progress was good throughout the curriculum for the majority of pupils, including those pupils with special educational needs.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Very Good
Mathematics	Good	Good	Very Good
Science	-	Good	Good
Information technology	-	Good	Very Good
Religious education	-	Good	Good
Other subjects	Good	Good	Good

Teaching is good. It was very good in 31 per cent of lessons and good in the remainder. It was particularly good at Key Stage 2.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour around the school and in the playground is very good.
Attendance	Attendance is good. The majority of pupils arrive punctually.
Ethos*	The school has an excellent ethos. Pupils have a positive attitude to their work. Relationships are excellent throughout the school. The staff are very hardworking and committed to the care and education of the pupils.
Leadership and management	Leadership and management by the acting headteacher and governors is very good. The school has well planned priorities for further development. The school monitors and evaluates its performance well and uses the information gained to plan for further development.
Curriculum	The curriculum is good, being broad and balanced. There is very good planning to provide for the range of ages and attainment in each class. There are very good procedures for assessing the attainment of children in the core subjects.
Pupils with special educational needs	The school makes good provision for special educational needs. Records of progress are clear and are used well for individual education plans. Support staff provide very good support for these pupils.
Spiritual, moral, social and cultural development	Provision for pupils' moral and social development is excellent. Provision for spiritual development is good. Provision for cultural development is satisfactory, pupils would benefit from more opportunities to gain knowledge and understanding of the different cultures represented in modern society.
Staffing, resources and accommodation	Appropriate number of staff to meet the needs of the curriculum, who are very well deployed. Resources are good in both range and quality. Despite very good improvements the accommodation is adequate with a lack of suitable space for whole school activities and an outdoor play area which is barely adequate.
Value for money	The school gives very good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
V. They find it easy to approach the school. VI. They are well informed about their child's progress. VII. Their children achieve good standards of work. VIII. The school's values and attitudes. IX. High standards of behaviour. X. Their children like school.	XI. There were no concerns expressed

The responses to the questionnaire sent to parents prior to the inspection indicate a high level of satisfaction with the standards achieved by the school. They expressed great pleasure at the development of the school since the last inspection. Inspectors' judgements support parents' views.

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KEY ISSUES FOR ACTION

There are no key issues for the school to address but, in the context of its many strengths, the following minor points for improvement should be considered as the basis for an action plan. These are indicated in paragraphs 30, 31, 41, 64, 66 and 80:

- XII. opportunities for pupils to gain a knowledge and understanding of other cultures;
- XIII. the range of extra-curricular activities;
- XIV. limitations for outdoor play and whole school activities.

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INTRODUCTION

Characteristics of the school

1. Swell C. E. Primary School is situated approximately one mile west of Stow on the Wold. The school has quite a wide catchment area. Most of the pupils come from the village of Lower Swell or from within a five mile radius. There has recently been a small number of pupils transfer to the school, some of whom have special educational needs. The pupils come from a range of social backgrounds, where housing is both privately owned and for rent. On entry to the school, children's levels of attainment cover the full ability range and although there are variations from year to year the majority of pupils are of average attainment on entry. The school operates an annual admissions policy for children to start school in the September following their fourth birthday. Only a minority of children have not previously attended a nursery or playgroup. There are two children under five on roll who are accommodated in the mixed Key Stage 1 class along with Year 1 and 2 pupils. On entry to the school many children have well developed social skills and positive attitudes to learning. English is the first language of all the pupils. Unemployment, in most parts of the school's catchment area, is similar to the national average. At the time of the inspection, there were no pupils in receipt of free school meals. There are 20 girls and 29 boys on the roll, aged from four to 11 years. The school has recognised 10 pupils as having special educational needs, which is broadly

average for a school of this size and type, none of whom have a Statement of Special Educational Need.

2. The accommodation consists of the original Victorian building which has recently been modified to provide additional accommodation. There is an outside playground which has been marked out for various activities. The accommodation has been greatly improved since the last inspection.

3. The school aims to provide an environment in which all children can develop to their potential, both academically and socially. It seeks to achieve this through caring for the well being and educational progress of each individual child to provide a learning programme structured to meet individual needs. The school strives for the achievement of high academic standards and aims to allow all pupils to reach their full potential.

4. The school has the following priorities for future action:

- training and effective implementation of the National Numeracy Strategy;
- continued development of the literacy hour;
- continue to review and develop schemes of work;
- maintaining high standards and expectations and fulfilling the requirements of new legislation;
- continue to improve provision for information and communications technology;
- continue to improve the quality of accommodation and grounds.

Key Indicators

5. Due to the small number of pupils being assessed the school is not required to publish its National Curriculum results.

Attendance

			%
Percentage of half days (sessions) missed through absence for the latest complete reporting year	Authorised	School	6.0
		National comparative data	5.7
	Unauthorised	School	0.0
		National comparative data	0.5

Exclusions

		Number
Number of exclusions of pupils (of statutory school age)	Fixed period	0

during the previous year:

Permanent	0
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Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	31
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6. In 1998 the number of pupils at both Year 2 and Year 6 was less than 10. It is not therefore appropriate to report national performance data for comparing the schools performance with national averages or the performance of pupils in similar schools.

7. In comparing the pupils' performance with previous results consideration is given to the impact of pupils with special educational needs in each year group, together with significant differences from year to year in the number of boys and girls. In this small school this has a significant effect on the whole school performance data. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

8. Most children on entry to the school have levels of attainment, which are broadly in line with those expected for their age. Information from the baseline assessment administered in the first few weeks after they enter the school supports this judgement. At the time of the inspection two children in the Key Stage 1 class were under five years of age. They make a good start and progress in the Reception year is good. Consequently, by the time they are five, the children attain the Desirable Learning Outcomes for their age. Their good progress is helped by thorough planning, careful match of work to their needs and the very good contribution made by support staff. The quality of teaching has a significant impact on the progress made by the children.

9. Standards of attainment seen during the inspection at the end of both key stages in English, mathematics and science are good. The standards seen during the inspection are not significantly different to those attained in the National Curriculum assessments in recent years. By the end of Key Stage 1, the pupils attain standards in information technology which are close to those expected for their age. By the end of Key Stage 2 the pupils attain standards which are good and above those expected for their age. They are confident in the use of the computer for sending electronic mail and in the use of spreadsheets. They have good skills of data handling. In religious education standards meet the requirements of the locally agreed syllabus at both key stages.

10. These standards reflect the commitment of the staff to the maintenance of the good standard evident during the last inspection, the improvements made to the curriculum throughout the school, particularly in information technology and the high quality of teaching, particularly for Key Stage 2 pupils. The school has set clear and realistic targets for further improvement.

11. Pupils make good progress in English. Throughout the school pupils attain good standards in speaking and listening. By the end of Key Stage 2, pupils listen attentively and speak confidently. In their writing, skills are good. Standards of handwriting and presentation improve throughout the school and are good overall. In reading pupils make good progress. The majority of pupils are fluent readers by the end of Key Stage 2.

12. In mathematics, pupils attain good standards in their numeracy skills. By the end of Key Stage 2, most pupils have a good understanding of arithmetic, area and shape. The majority have good problem solving skills. They use these skills well throughout the curriculum, for

example, in science and geography. Pupils make good progress in mathematics throughout the school.

13. In science, pupils acquire a good knowledge and understanding and develop good investigative skills. By the end of Key Stage 2 the majority of pupils can discuss their knowledge and understanding of energy and how to save electricity. They confidently explain their experiments to discover how different materials stretch, using appropriate scientific vocabulary. Many can predict and hypothesise. By the end of Key Stage 2, most pupils have a secure understanding of fair tests. They predict, observe and measure with appropriate precision and record their work well. They make good progress in science.

14. Pupils make good progress in all subjects at both key stages. Pupils with special educational needs make similarly good progress, supported by appropriate individual education plans, which show clear targets for learning.

Attitudes, behaviour and personal development

15. The excellent attitudes and very good behaviour of the pupils are strengths of the school and make a significant contribution to their standards of learning and the quality of school life. Since the last inspection, the school has continued to maintain its high standards. It is very successful in developing positive attitudes and relationships between pupils and staff and it promotes confidence and self-esteem in each child. Parents show full support for the attitudes and values taught by the school. They feel that the school encourages high standards of behaviour within a caring and supportive atmosphere. They say that the school is like 'a big family' where pupils and staff have strong and respectful relationships. All parents report that their children like coming to school. They say that their children want to learn through positive encouragement and that children are proud of their school.

16. In lessons, pupils foster a strong work ethic. They take an interest in their work, listen carefully to instructions from the teacher and also to responses from other pupils. For example, older pupils in Key Stage 2 showed great interest in a poem they were studying and responded very well to questions from the teacher. Although some younger pupils occasionally have difficulty in concentrating for long periods, most pupils have very good concentration. They are able to apply themselves to activities for extended periods of time and persevere with problems that are set for them, for example, when programming a controllable toy in an information technology lesson. They show effort and enthusiasm for their work and are satisfied when they achieve well. They are well organised and handle books and other equipment responsibly and with care. Pupils respond very well to the use of praise and encouragement by teachers. They appreciate the encouraging comments that teachers make in their books and try hard to improve themselves. They are positive about the work they do and are very willing to discuss it with others, their teachers and with visitors to the school.

17. The behaviour of pupils in class, around the school and in the playing areas is very good. All staff consistently promote and expect high expectations of behaviour and pupils respond very positively to this. They are sensible, well behaved and act confidently and with responsibility. They have a clear sense of right and wrong and understand teachers' occasional requests for improvements in their behaviour, for example, if they fall out with one another in the playground. These incidences are rare, however, and the school maintains a clear record for exclusions. As pupils get older, expectations of their behaviour increases, they demonstrate maturity and have respectful and positive relationships with staff which sets a good example to other pupils in the school.

18. Relationships in the school are excellent, both between pupils and teachers and between pupils themselves. Pupils work well together in lessons and support and help each other. They willingly work in groups or pairs, sharing books and other resources without difficulty. In literacy and mathematics lessons, pupils discuss their work with one another and help each other to improve their work. During the inspection, younger pupils helped each other to find sphere shaped objects around the classroom and older pupils worked very well together when playing as teams in a mini-hockey tournament. Pupils are encouraged to value and respect others. They are courteous and welcoming to visitors and enjoy talking about their school. The staff provide very good role models in their relationships with each other and the pupils.

19. The small school environment gives pupils many opportunities to take responsibility and this has a positive impact on pupils' very good personal development. They readily take on responsibilities such as looking after younger pupils at lunchtime, organising the classroom for assembly and tidying resources around the school. Pupils show respect and understanding for the needs of other people in the school and in the community through their participation in charity events. They recognise the importance of the school in the life of the village and willingly take part in events to benefit the local community, for example, carol singing at Christmas. All pupils respond well to opportunities for independent study through homework tasks. Year 6 pupils report that they are well prepared for their transfer to secondary school and are encouraged to develop responsible attitudes to homework through the use of homework diaries to organise their time. Throughout the school, pupils comment on their achievements in their end of year reports and this is an effective method of developing their self-awareness and involving themselves in making improvements.

Attendance

20. Pupils' attendance at school is good and this has a positive impact on their levels of attainment and the progress that they make. Since the last inspection, levels of attendance have been maintained consistently above the national average. The school makes clear its expectations that pupils will attend school regularly and on time and parents understand the necessity to report the reasons for their child's absences. As a result, there is no unauthorised absence.

21. Pupils' punctuality is also good. The majority of pupils are transported to school by car and although they are sometimes delayed, pupils usually arrive in good time. Registrations are carried out very promptly and efficiently by teachers. Pupils respond politely to their names and are often busy completing morning tasks set for them, for example, spelling tests on the computer. Registration periods at both the beginning of morning and afternoon sessions set a positive, purposeful tone in the classroom and very little time is wasted before lessons get under way. During the day, timekeeping is very good and this makes a positive contribution to the smooth running of the school.

QUALITY OF EDUCATION PROVIDED

Teaching

22. Teaching is mostly good and often very good, particularly at Key Stage 2 and has a beneficial effect on the pupils' attainment and progress. The quality of teaching in the school

was very good in 31 per cent of lessons seen and good in the remainder. It was particularly good for Key Stage 2 pupils. The quality of teaching of pupils with special educational needs is good. Teaching is focused well and pupils are helped to recognise their own improvements. Class teachers have positive approaches to pupils with special educational needs who are well integrated with their peers. Teaching methods and strategies for promoting learning are good.

23. The quality of teaching for children under five is good. Careful planning ensures organisation, methods and resources are appropriate for different tasks. There is a good balance between free choice and directed activities, which help the children to gain in confidence and to make good progress in language and literacy. Good use is made of assessment to set tasks which are matched effectively to the different levels of attainment. Good emphasis is placed on early reading and writing skills and in most lessons there are good opportunities for the children to discuss their work and improve their listening and speaking skills. The teacher makes effective use of voluntary helpers to work with the children so that they can focus on the needs of a group. A variety of approaches are used to interest the children so that they are given suitable opportunities to express themselves. The teacher and helpers intervene effectively and show sensitivity in asking questions and in guiding the children. Relationships are very good and help to create a positive learning atmosphere.

24. In the good and very good lessons, teachers' planning shows suitable learning objectives. Lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Key Stage 2 class enthusiastically respond to a literacy session to develop their understanding of the style of poetry writing with the theme of a magic box, following good assessment and planning, clear explanation and encouragement from the teacher.

25. All teachers plan carefully, following National Curriculum programmes of study. They give clear explanations, instructions and demonstrations and provide careful support for all pupils. Lesson objectives are appropriate and through good use of assessment tasks accurately reflect pupils' needs and challenge pupils, particularly those of high prior attainment.

26. In both key stages, there are strengths in the teaching and few shortcomings. The teaching of English is at least good with some very good features, particularly for pupils at Key Stage 2. The staff use the approaches in the National Literacy Strategy well and make good use of resources to interest the pupils. They make good teaching points about the mechanics of language, such as punctuation and spelling, and link this well to the sharing of texts as a class. They provide appropriate challenge for the pupils and give clear guidance on the teaching of skills such as grammar. Handwriting is taught in each class. The teaching of reading includes appropriate opportunities for the pupils to build words from letter sounds. The teaching of mathematics is good at Key Stage 1 and very good at Key Stage 2. There is good teaching of mental arithmetic. The teachers correctly emphasise the quick and accurate recall of number facts and most lessons have good pace and include challenging tasks. In science, teaching is good at both key stages. In Key Stage 2, the teacher plans good investigations to stimulate interest in science, for example, when introducing work on electricity setting tasks which were well matched to the pupils different levels of attainment. Teachers make good use of skilful questioning to ensure that the pupils have understood what is taught. The homework activities provided offer additional challenge to extend the pupils.

27. In the other subjects the teaching is at least good and sometimes very good, particularly for Key Stage 2 pupils. The teaching of information technology is good at Key Stage 1 and

very good at Key Stage 2 and has improved significantly since the last inspection. Staff follow a good scheme of work and use information technology well in other subjects. The very good quality of support staff has a good impact on the standards attained.

28. Teachers' medium term planning is detailed and follows National Curriculum programmes of study. Individual lesson plans clearly identify the objectives. Teachers have good subject knowledge. Teachers make good provision through literacy lessons for the development of language skills. The teachers have appropriate knowledge of the subjects and

use it to set clear objectives and focus on what is to be achieved. Class teaching is used effectively at the start of lessons and many lessons end with discussion of what has been learned. The teachers provide good support through verbal comments which include guidance on how the pupils might improve. The teachers' very good use of assessment ensures appropriate challenge for the different ages and levels of attainment in each class to extend their learning in all areas of the curriculum. They mark the pupils' work regularly. The teachers use praise effectively to motivate the pupils. Discipline is good, teachers have very good control and relationships between them and their pupils are excellent.

The curriculum and assessment

29. The school provides a broad, balanced and relevant curriculum, which includes all National Curriculum subjects and religious education. The requirements of the National Curriculum are effectively met and appropriate provision is made for sex education, health education and drugs awareness.

30. The curriculum planned for children under five includes all the essential areas of learning and provision for their personal and social development. The teacher plans carefully within the framework of the Desirable Learning Outcomes. The school makes good use of baseline assessment on children's entry to the school and results are used effectively to plan their work. In addition, teachers understand the demands of the Key Stage 1 curriculum and ensure that planning takes account of these appropriately when children are five. There are, however, limited opportunities for children to develop their large motor skills through structured outdoor play, for example, by using wheeled toys and climbing equipment.

31. The thematic approach to the curriculum effectively includes all subjects of the National Curriculum and religious education. The curriculum is enriched by educational visits to such places as the Mosque in Gloucester and the Cogges Working Farm Museum. There is satisfactory provision for extra-curricular activities which includes, for example, computer, chess, netball, softball and shinty. The school's strategy for developing the literacy and numeracy hours is very good and is making a significant contribution to maintaining high standards in English and mathematics. Overall, time allocation for subjects is appropriate. Personal and social education, which is systematically and effectively taught, makes a significant contribution to the life of the school and the development of pupils' self esteem. The curriculum also makes good provision for the arts and allows pupils across the school to achieve high levels of attainment in this area. For example, pupils visit Stratford on Avon and the Cheltenham International Festivals of Music and Literature.

32. Good provision is made for equal opportunities. All sports and other activities are open to both boys and girls. The school makes good provision for pupils with special educational needs. The policy fully meets statutory requirements, particularly with regard to the early identification and assessment of pupils' needs. Individual education plans are used effectively

to monitor pupils' progress and set achievable targets for learning. Parents are involved at each stage of discussion.

33. Curriculum planning is very good. Very effective links are made across subjects, as reflected in the very good long term planning of work for the school. The staff work co-operatively to plan the curriculum. The co-operative nature of this planning and the review of work undertaken contribute effectively to the very good management of the curriculum in both key stages. The curriculum is clearly linked to the programmes of study and attainment targets within the National Curriculum; it outlines what pupils are expected to know, understand and be able to do, and includes very extensive opportunities for assessment, ensuring continuity throughout the school. Each subject has a comprehensive policy statement and medium term plans outline in detail what pupils in each year are expected to cover.

34. Schemes of work provide good guidance to ensure consistent development of pupils' learning in all subjects of the curriculum. Teachers' day-to-day planning makes very good use of their knowledge about pupils' prior attainments and ensures that work is appropriate for all pupils' abilities. Teachers plan the work to be interesting and relevant. Visitors such as the local postman and the school nurse are invited to come into school to talk to the pupils about their work.

35. The procedures for assessment are very good. The assessment policy contains clear aims for developing the effective monitoring of pupils' attainment throughout the school. Good use is made of baseline assessment when children start school to ensure that activities meet their needs in all areas of learning, including their personal development. Further information is gained from the results of the Key Stage 1 tests, reading ages and other assessment procedures. Teachers, in consultation with the older pupils, agree challenging targets for improvement. Portfolios are developed for individual pupils as they progress through the school, including examples of assessed work, the results of formal assessments and standardised tests. Daily assessment and evaluation of work is used very effectively in both key stages. Since the adoption of the new marking policy, the marking of pupils' work has been effective in improving performance. There are many good examples, in both key stages, of helpful and encouraging comments that tell pupils how they might improve their work. A very good variety of homework activities are provided to reinforce learning. The detailed annual written reports fully meet statutory requirements, contain very good detail of work covered and clearly state the standards attained by individual pupils.

Pupils' spiritual, moral, social and cultural development

36. The school's overall provision for the pupils' spiritual, moral, social and cultural development is very good. It supports very good levels of behaviour, the excellent attitudes and relationships within the school and makes a very significant contribution to its excellent ethos.

37. For children under the age of five, spiritual development is delivered through many areas of the curriculum, such as a picnic at the stream or a visit to the Farm Park at Guiting Power. They co-operate very well with one another, take turns and have a clear sense of right and wrong. They are given personal responsibility by helping to distribute and clear away equipment. Excellent relationships are formed through encouraging pupils to work together and play in small groups. Cultural development is appropriately promoted through stories and visits to such places as Goodrich Castle and Shambles Museum at Newent.

38. The good provision for pupils' spiritual development is delivered through many areas of the curriculum such as studying the wonders of the natural world at the Cogges Working Farm Museum. A wide range of themes is incorporated into assemblies to encourage pupils to relate very well to each other and care for other members of the community. The quality of these assemblies makes a positive contribution to pupils' spiritual development. The school recognises and respects the beliefs of others while promoting a caring, Christian ethos. Work in personal and social education, develops trusting relationships between pupils and with the staff. The use of stories and music enriches the experience and the celebration of pupils' achievements and has a positive impact on raising their self-esteem and appreciation of others.

39. The provision for pupils' moral development is excellent. Pupils play and work very well together and show consideration and appreciation of each other's needs and achievements. The school has a very effective moral code and moral issues are regularly discussed.

In assemblies, religious education and personal and social education pupils have very good opportunities to discuss moral issues. Pupils have clearly developed a sense of right and wrong and often regulate their own behaviour. It is evident from the very good behaviour of pupils throughout the school that the consistent approach and expectations by staff have a positive effect on the atmosphere in the school. Pupils are encouraged to think of the needs of others and help people who are less fortunate than themselves, through, for example, fund raising for the refugee children of Kosovo. All pupils show respect for each other, the school and its environment. All adults in the school offer very good role models in their caring and supportive attitudes.

40. Provision for the social development of the pupils is also excellent and very well promoted by the school. Many opportunities are provided for pupils to gain exemplary social skills and this is a very good feature of the school. Pupils are encouraged to work and play together and to value and respect one another's contributions in lessons. The school provides good opportunities for pupils to take on tasks of responsibility for themselves and others. Older pupils ensure that younger pupils use the stairs safely for assemblies. Key Stage 2 pupils, including pupils with special educational needs, compete with other schools' sports teams in the area. Community involvement is encouraged and pupils learn about what it means to be part of society. Events linked to St. Mary's Church support this aspect of school life through regular participation in services. Pupils' understanding of society and citizenship is also promoted by visitors to the school, such as the local postman and the school nurse, and by producing Christmas concerts for the elderly and helping with the village fête to boost church funds. Visits to local places of interest are effective in helping them to understand the environment in which they live and how it has been affected by the past.

41. Provision for pupils' cultural development is satisfactory. It is promoted effectively through stories and visitors to the school. Pupils have a good understanding of their own culture and of their role within it. The school is generally well supported by the local community and pupils support community events such as the village fête. Pupils in Key Stage 2 have started a Comenius project with schools in Brittany and Spain. Although this project is still in its early stages an impressive video about Swell school and the village has already been made. The school has begun to make some improvements in promoting pupils' understanding of multicultural society but this is still not fully developed across the curriculum. The pupils are developing an appropriate understanding of other faith traditions through visits to such places as Gloucester Mosque and Cheltenham Synagogue. However, pupils throughout the school, would benefit from more opportunities to gain knowledge and understanding of the different cultures represented in modern society.

Support, guidance and pupils' welfare

42. The provision that the school makes for pupils' support and guidance is very good and makes a significant contribution to their quality of learning and the progress that they make. Parents report that the care provided for their children is very good and they appreciate the guidance that is offered when pupils have any difficulties. Parents say that the staff are very easy to talk to and are alert to any worries that they may be having about their child's progress or welfare. The standards of care and provision for pupils' welfare have been very well maintained since the last inspection.

43. The school's procedures for monitoring pupils' academic progress and personal development are very good. Pupils' records are used consistently well by teachers to record regular assessment of their work, keep samples of work which demonstrate progress and chart pupils' personal development through full commentaries in their end of year reports. Teachers have a very good personal knowledge of all pupils in the school and use this, along with more formal recording methods, to ensure that the appropriate levels of support and guidance are provided both in the classroom and as pupils move through the school.

44. There is good provision and support for pupils with special educational needs. Their needs are identified and progress is monitored. Parents are involved at all stages of their development. There are very good liaison arrangements in place to ensure that these pupils transfer smoothly to secondary education.

45. All staff in the school are consistent in their expectations of high standards of good behaviour and discipline. They place high value on the promotion of positive attitudes and behaviour by reinforcing and praising what pupils do well rather than highlighting the occasional incidences when behaviour is less satisfactory. Staff provide very good role models for the pupils and the excellent relationships that exist between them and with pupils reinforces pupils' understanding of how to treat each other and what is acceptable behaviour in school. Themes of sharing and friendship are very well promoted through assemblies and in regular class discussions. The positive and welcoming atmosphere promoted by the school also has a good impact on pupils' attendance. Pupils are keen to come to school and it is rare that the school has to follow up any unexplained absences. When necessary, it takes advice from the educational welfare officer, who is a regular visitor. Teachers complete registers and report attendance according to statutory requirements and there are good procedures in place for checking any significant patterns of illness or absence.

46. The school makes very good arrangements to care for the safety and well being of pupils. All staff report any concerns about a pupils' well being directly to the acting headteacher who is responsible for child protection issues in the headteacher's absence. There is a very good policy for health and safety which clearly demonstrates the school's commitment to providing as safe an environment as possible for both staff and pupils. Very clear procedures are in place for dealing with areas such as first aid, reporting accidents, holding regular fire drills and testing of electrical equipment. Staff show a good awareness of any potential dangers in the classroom and have very good documentation to support work in science, technology, cookery and physical education. The school is very aware of the small area available for pupils' play and supervises both morning break and lunchtimes carefully. Although there are still some cracked areas in the playground, previous hazards which were identified, were dealt with immediately following the last inspection. At the end of the school day, there are good arrangements in place for pupils to be escorted from the premises to the

care of their parents waiting at the school gate.

Partnership with parents and the community

47. The school's partnership with parents and the local community is very good and is a strong feature of the school. It has a significant impact on the progress that pupils make in the school and the standards achieved. Since the last inspection, the school has built on the positive relationships that it has with parents to involve them fully in their child's education and on the links that the school has with the local and wider community. The school is successfully building on its relationships with the local village and is beginning to achieve more active support for its work.

48. In the questionnaires sent to parents and at the pre-inspection parents' meeting with the registered inspector, parents showed very good support for the school and its work. Although there were a few criticisms about the way in which their complaints are sometimes dealt with, these were in the minority and overall, the majority of parents expressed approval of the

education provided for their children. All parents report that their children are happy to come to school and that they appreciate the hard work that staff do to teach and care for their children. They feel very well informed about their child's progress and all aspects of the school's work. Parents value the information that they receive before their child starts school and feel that all staff deal very well with any concerns that they may have. Overall, they feel that the school works with parents well, to achieve a strong home-school partnership which benefits their child's education.

49. Overall, the quality of information provided for parents is very good. The school prospectus and the governing body's annual report to parents meet statutory requirements and give sufficient information to parents about the work and achievements of the school. Parents receive regular newsletters which keep them very well informed about events and activities taking place in school. They are given good information about their child's progress through their end of year reports and regular informal contact with teachers. Good arrangements are in place for parents to discuss pupils' progress with teachers during each term and after publication of the reports at the end of the school year. These meetings are well attended and valued by parents. Since the last inspection, the school has improved the quality of information that it gives to parents about the curriculum. Termly topic information and occasional meetings to explain the National Strategies for Literacy and Numeracy are effective in helping parents to understand what their child is learning in school.

50. Parents' involvement in their children's learning and in the life of the school is also very good. The homework policy makes clear to parents what is expected of pupils throughout the school and how they can support learning at home. Homework diaries and reading record books are used very well by teachers and pupils and encourage regular communication between parents and teachers. Some parents and other volunteers help in school by offering additional help in the classroom, for example, with practical activities such as cookery, accompanying pupils on visits and making a banner for the Millennium. At the time of the inspection, parents were still returning the home-school agreement but there were indications of strong support for the document which shows a good commitment to a positive home-school partnership. All parents are very supportive of school activities and attend special assemblies, harvest festivals, sports events and concerts. The school fully encourages parental support and help in its documentation. There is an active parents' association and parents, staff, pupils and local people work together to organise fund-raising and social events which benefit the

school and its resources.

51. The school recognises the importance of its role in the village and in the local community. It has made good improvement of these links since the last inspection and puts them to very good use to enrich the curriculum and to promote pupils' social and cultural development. Links with the church have strengthened; pupils attend services in the church and are visited regularly by the vicar for assemblies. Local people are regularly invited to school events, such as the carol service, and help pupils with their fund-raising for Kosovo. In return, the school has taken part in the village fête to raise money for the church. There are established links with other local schools which enable pupils to take part in inter-school sports and musical events. There are well-established procedures in place for the transition of pupils and the transfer of information when pupils move to their secondary schools through regular meetings of the school's 'cluster group' and liaison between teachers. Pupils are able to use the secondary school premises for their physical education lessons and are accustomed to visiting a larger educational establishment. Very good use is made of visits to places of interest, such as museums, theatres, farms and historical sites to enrich pupils' cultural development and support topics in the curriculum. Pupils have attended the Cheltenham Book Festival to meet local authors. The school also makes very good use of visiting speakers and local people to widen pupils' understanding of the world outside school. The vicar, police liaison officer, fire officer and school nurse are regular visitors. The school has recently benefited from the support of a local company to augment its teaching resources and has just started its own web site in order to develop links with the wider European community.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

52. At the time of the inspection the headteacher had been absent for almost 12 months for health reasons. The school was being very well led by the acting headteacher with good support from her colleagues, governors and parents. The continued development of the school during this period together with the maintenance of high standards is also evidence of the good systems and procedures which the school has for the effective leadership and management of the school. This has ensured a continued clear educational direction for the school.

53. The governors, acting headteacher and staff make a good contribution to the quality of education in the school and the standards which pupils achieve. The school shares its excellent ethos and aims with the community and is successful in meeting its objectives. Since the last inspection all the key issues identified have been successfully and effectively addressed. In particular the improved accommodation through the internal re-modelling to provide adequate teaching space for both key stages and improved staff and administrative facilities. The governing body is very supportive, active and fulfils its legal responsibilities by retaining oversight of the budget, plans and policies and acts as a critical friend to the school. Effective committees have been established to support different aspects of the school's affairs. The school benefits from the high level of commitment of the staff and governors.

54. The school has responded well to the issues raised in the previous inspection. It has a good capacity to maintain the current high standards and continues to monitor and evaluate its performance to plan effectively for further improvement. The school produced a clear action plan in response to the last inspection report and has successfully addressed all the issues raised. It has developed good plans and clear and realistic targets. The level of resourcing has been improved and the school is continuing to develop resources for information

technology.

55. The governors fulfil their statutory responsibilities and take an active part in school life in areas such as health and safety, the provision for pupils with special educational needs and financial decision making. They meet regularly and there is an appropriate structure of committees. They have been involved appropriately in supporting the introduction of the National Literacy and Numeracy Strategies, which the school has successfully managed the introduction of.

56. The overall leadership and educational direction provided by the acting headteacher are very good. She has developed a strong sense of partnership between governors, staff and parents. Governors have a strategic view of the school's development. The school development plan clearly identifies priorities and makes provision for monitoring and evaluation of the impact of initiatives, and responsibilities are clearly identified. It is carefully devised in consultation with staff and governors and is a valuable instrument for improvement. Its educational objectives are defined and it is appropriately costed. The school has set appropriate targets for improvement.

57. Aims and values are clearly expressed and the management of the school is very successful in promoting them. Behaviour and discipline are managed well and staff have a consistent approach which is supportive of pupils. There is a suitable commitment to promoting equality of opportunity.

58. Co-ordination of the school's curriculum and aspects of school life are suitably delegated, although much curriculum development work is undertaken jointly. The curriculum co-ordinators have defined roles. Curriculum development is monitored and co-ordinators plan for further development in the future. The school has developed good planning for the development of subjects over the long and medium term. Good policies are in place for all curriculum areas.

59. The management of the provision for children under five is good. Non-teaching staff are managed effectively to provide maximum support and as a result children make good progress in the appropriate areas of learning. The admission process is managed well and helps the children to settle quickly into school. The infant teacher has responsibility for the under-fives provision and carefully organises the curriculum to meet the children's needs. A commitment to equal opportunities for all children is evident in the day-to-day work of the school.

60. The school's provision for equality of opportunity and for pupils with special educational needs is well managed. Policies are comprehensive and meet the Code of Practice. There is a nominated member of the governing body for special educational needs who liaises with the co-ordinator. Governors report to parents about the success of the special educational needs policy and give details of the allocation of funding to support pupils.

61. The day-to-day administration is excellent. The school runs in a smooth and orderly way and this contributes to the overall quality of education. The cleaner in charge ensures that the school is well maintained and clean. The school fully meets statutory requirements for the recording and publication of National Curriculum assessments.

62. Staff development is managed effectively. Staff support each other well and teamwork is a strength of the school. Relationships and communication between teachers are very good and there are appropriate meetings to ensure that staff are involved in, and informed of, decisions. Staff have appropriate job descriptions which clearly define roles and

responsibilities. In-service training and appraisal are managed effectively. Staff needs are identified and suitable provision is made for their professional development. The school has an effective system for appraisal. There are sufficient opportunities to share information from courses at staff meetings and this has a beneficial effect on the teaching of literacy and numeracy. Communication between staff and parents is good and the acting headteacher provides very good information about the activities of the school.

63. The school's aims, values and policies suitably influence the work of all staff and there is a shared sense of purpose. Parents fully support the school's aims, as reflected in the questionnaire and at the parents' meeting prior to the inspection. The governing body fulfils its legal responsibilities, and statutory requirements are met.

Staffing, accommodation and learning resources

64. The overall provision for children under five is good and has a beneficial effect on their progress. Teaching and non-teaching staff have effective training and qualifications to teach the appropriate areas of learning. The staff make good provision for children with special educational needs. The children under five share a new generously sized and well-equipped classroom with the Key Stage 1 class. Resources for learning are good overall and the staff display children's work effectively to create an environment which enhances the quality of education for children under five. There are, however, limited opportunities for children to develop their large motor skills through structured outdoor play, for example, by using wheeled toys and climbing equipment.

65. In both key stages, the teachers and classroom support staff are very well qualified and experienced. During the long term absence of the headteacher, the acting headteacher and all the staff have been thoroughly committed to providing the best education possible for the pupils in the school through the effective delivery of the National Curriculum. The school is very well supported by parents and other adult helpers; all of whom are used efficiently. Some helpers come from among the governing body, all of whom are generous with their time and talents to support and organise events at the school. Appropriate job descriptions and procedures are in place for the appraisal of staff. However, the appraisal system is currently suspended due to industrial action. Arrangements for the professional development of staff are very good and training courses are provided where staff needs are prioritised in the school development plan. All staff have attended relevant in-service courses concerned with the methods and arrangements for the National Literacy and Numeracy Strategies. Good quality additional support is provided for those pupils with special educational needs to ensure that they make good progress. This provision is managed well by the acting headteacher and the school governor who has special responsibility for this area of the school's work.

66. The previous report, in 1996, drew attention to the inadequate accommodation at Key Stage 1. In 1998, the school buildings were much improved to provide a larger Key Stage 1 classroom, indoor toilets, office, staffroom and new upstairs Key Stage 2 classroom. However, despite these very good improvements, the accommodation, although adequate, lacks suitable space for whole school activities. The playground is on a considerable gradient and is barely adequate for the needs of the school. The school has no hall, but benefits from the use of the Cotswold School in Bourton on the Water for some physical education activities. Appropriate space is allocated for storage of resources. The extensive playing field, which is situated some way from the school, is well used by the school. The staff enhance the facilities the accommodation affords with well-chosen displays and the school buildings and play area are well cared for.

67. The number and quality of resources, including books, materials, computers and other equipment are good. The stock of books is good for this size of school and the library in the Key Stage 2 classroom is used extensively. It is supplemented by loan collections covering particular topics being studied, which contribute effectively to the good progress in literacy and research skills in other subjects. The provision of resources to teach the National Literacy and Numeracy Strategies is good and is well deployed to support teaching and learning. All resources are readily available and the pupils are taught to find what they need and to handle the equipment with care. The supply of books has been carefully selected to ensure that the pupils read a good range of literature. The school is well equipped to teach information technology. Good use is made of the local environment to enrich pupils' understanding in many areas of the curriculum. Visits are frequently included as an effective resource for learning and contribute well to standards achieved.

The efficiency of the school

68. The school makes efficient and very good use of the resources available. Financial planning is very good, the acting headteacher, administrator and the governors exercise effective budgetary control and they make well informed decisions about the use of resources available to the school. There are very good financial controls and the school follows appropriate guidelines for the administration of funds. Careful financial planning ensures that the annual budget expenditure is focused to support educational developments and priorities, which are reviewed annually. The funds the school receives to support pupils with special educational needs are used effectively to provide good support.

69. The school development plan includes appropriate priorities that are costed and linked to the school budget. The school plans ahead for financial contingencies effectively. The governors monitor the effectiveness of financial decisions and the minor recommendations of the most recent auditors' report have been met. Funds allocated for in-service training are used well and enable the staff to improve their professional skills through attendance on relevant courses. The school development plan includes costs and time scales for completion. The governing body receives regular financial reports from the school and uses the information effectively to plan. The school is projecting an appropriate carry forward to cover contingencies for the current financial year.

70. Day-to-day financial management and administration are very good. Routine administrative procedures operate very efficiently and unobtrusively. The school administrative assistant has a clear role and gives very good support to pupils and staff. Very good use is made of information technology systems to maintain financial control and accountability.

71. Teachers are deployed efficiently and financial resources are used effectively to maintain provision and fund new developments. Non-teaching staff and voluntary helpers are organised well and this makes a significant impact on learning. The administration is efficient and effective and supports the smooth running of the school. Effective use is made of the accommodation and this has a good impact overall. The accommodation is used well; some interesting displays of pupils' work and information in a range of forms enhance the environment and provide stimulation and interest for pupils and parents. The school makes efficient and very good use of the resources available. The available storage space is organised well and resources are easily accessible. Resources are used well to support learning. The school makes good use of funds raised to supplement resources. Funds

provided to extend the provision of books for the National Literacy Strategy have been used well. Good use is made of visits into the community and these enhance and enrich the curriculum. Time is used efficiently; lessons start and finish punctually. Overall efficiency in all aspects of school management and provision of education is very good.

72. The cost of educating the pupils is above average. In view of the pupils' attainment on admission, standards achieved, good progress made in most subjects, the positive leadership and management and good teaching, good use of available funds, effective use of all resources and improvements since the last inspection the school provides very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

73. The children who are four years old are taught in the Key Stage 1 class. Most children on entry to the school have levels of attainment, which are broadly in line with those expected for their age. Information from the baseline assessment administered in the first few weeks after they enter the school supports this judgement. At the time of the inspection two children in the Key Stage 1 class were under five years of age.

74. The children make good progress in their personal and social development, and by the time they are five attain standards which are in line with those expected for their age. They settle quickly into classroom and school routines and establish very good relationships with adults. They work and play together well and begin to collaborate in a wide range of activities. Many children have sound levels of confidence. They co-operate with one another, take turns and have a clear sense of right and wrong. The high standards maintained in their personal and social development have a positive effect on their learning and prepares them effectively for the National Curriculum.

1. By the age of five in the areas of language and literacy most children make good progress in speaking and listening and attain standards which are in line with those expected for their age. They listen attentively, follow instructions and explanations carefully and talk with increasing confidence to adults and other pupils. For example, in their discussions about the books they like, such as "Goldilocks and the Three Bears", they talk about the story with reference to the characters and significant events in the story. They develop their language skills well in role-play activities in the home corner. Children understand that print carries meaning in their early reading and writing activities. They begin to recognise familiar words and understand that words are comprised of groups of letters with particular sounds. Through carefully organised activities children begin to recognise individual letters. Their understanding of books is further enhanced by opportunities to take part in whole class discussions during literacy sessions. For example, when they follow stories from the big books. Some of the children have had little experience in using pencils, crayons or chalks before coming to school. They show increasing ability to record their ideas, through drawing and by making reasonable attempts to form letters, especially when they observe closely and to make attempts to copy the teacher's writing. They begin to write their names, in an increasingly recognisable form. All have an appropriate range of writing tools, to encourage suitable grip and control.

76. The teaching is good. Experiences in language and literacy are well planned and taught so that the pupils attain appropriate standards. Staff provide a good balance between adult-directed and child-chosen activities which allows the children to gain in confidence and to make good progress. The classroom assistants and teacher's knowledge of individuals is used effectively to identify the next steps in learning and to set realistic targets. The teacher correctly pays particular attention to the development of key skills, for example, there are good opportunities for the improvement of skills in language and literacy through reading, hearing and making up stories and the appropriate use of computers. There is good support for this area of learning from parents and other adult helpers as well as the staff.

77. In the mathematical area of learning, children by the age of five, achieve average levels of attainment. They make good progress in developing their mathematical understanding. By the age of five most count successfully to 10 and higher attaining children understand the value of the numbers they count. Children make increasingly accurate attempts to write numbers and count coins. They look carefully at different shapes in the playground and produce simple

repeat patterns. Most recognise and name simple shapes, such as a circle, square and triangle. A good range of mathematical games supports children's learning. The teaching of all aspects of mathematics is good. Lessons are well planned. Children are provided with a good range of resources and equipment to help them understand the value of numbers and the names of shapes. All staff encourage the children to use correct mathematical language.

78. The children make good progress and have an average knowledge and understanding of the world by the time they are five. They investigate and experiment with a variety of techniques and materials and produce colourful pictures for their "Millennium Tapestry". They take part in role-play and talk to the teacher about their everyday lives with increasing confidence. They begin to develop understanding of design, for example, in the use of construction kits to make model houses. They are beginning to have a sense of personal history when comparing photographs of themselves as babies with those of the present day. The good teaching is based on a good knowledge and understanding of the area of learning and of how young children learn. Resources are chosen and used well and provide appropriate opportunities for the children to explore and successfully develop their skills.

79. Progress in creative development is good. By the age of five children attain levels of understanding and skill which are average for their age. They use paint to make coloured pictures, experimenting with colours and tints effectively. They make and paint dough models of themselves. In role-play they enjoy acting out parts and this helps them to improve their speaking and listening skills. The children show great enjoyment in music singing enthusiastically in collective worship as well as learning to appreciate different tunes and beginning to understand rhythm and dynamics. The quality of teaching is good. The teacher provides a wide range of opportunities in art, craft, music, dance, story making and imaginative play providing the children with good opportunities to experiment and explore. Through good detailed planning and high quality discussion she very successfully develops the children's use of descriptive language.

80. By the age of five, children's physical development is appropriate for their age. They make satisfactory progress in informal movement and play. There was no opportunity to observe more formal physical activities because of the problems associated with the buildings and the school field. Children make good progress in developing their control of tools and equipment, including scissors, glue and construction materials. Teaching is good and although the opportunities for teaching physical education is limited, teachers help the children to gain confidence in developing a range of movements. The teacher and classroom assistants create a happy atmosphere and use praise and reward effectively to develop the children's self-confidence.

ENGLISH, MATHEMATICS AND SCIENCE

English

81. Since the last inspection, the high standards of attainment and the good quality of education and teaching in English have all been maintained. Due to the small number of pupils in Year 2 and Year 6 in 1998 it is not appropriate to report pupils attainment against national averages and the averages for similar schools. The statistical evidence needs to be treated with caution. In a small school, when the number of pupils in each year group is small, the results of National Curriculum assessments fluctuate from year to year. The number of pupils in each year group varies considerably, also the number of pupils with special educational needs. The performance of pupils in English, in recent years, reflects the school's commitment

to high standards.

82. Progress for all pupils, including those with identified special educational needs, in all aspects of English is good. The school successfully follows a well planned and balanced programme linked to the National Literacy Strategy which covers, and regularly reinforces, all the required areas of English. It effectively meets the needs of all the pupils with differing levels of attainment, including those with special educational needs. Levels of attainment in all areas of English, for the majority of pupils, seen during the inspection are good and above the national average.

83. At the end of Key Stage 1, pupils' skills in speaking and listening are good for their age. Pupils listen attentively to the teacher and to each other. Younger pupils answer questions clearly during shared reading to describe the sequencing of events in a story whilst other pupils listen and learn from the experience. All pupils are provided with plenty of opportunities to talk in a variety of situations, which have a positive effect on their standards of speaking and listening. Older pupils talk confidently and happily about stories, their news, games and other items of interest. For example, they readily describe how they make models of themselves when discussing ways of recording a recipe for playdough. Pupils learn to value each other's contributions and converse well with all adults in school. The consistent encouragement provided ensures all pupils, including those with special educational needs, engage in real discussion to convey ideas and develop a widening vocabulary.

84. By the end of Key Stage 2, pupils speak confidently and respond well to questioning. Their use of Standard English is good and they attain higher than average standards. The study of poetry produces good discussions about features of different poems and they are able to describe their feelings and the inference of "a new baby's smile" after reading "The Magic Box" by Kit Wright. Pupils develop speaking for more formal purposes, such as reading aloud in group reading sessions, reading their writing during plenary time and reading aloud during assemblies. Throughout the school, pupils are able to hold mature conversations with each other and with the adults they meet. All these activities contribute to the developing confidence of pupils, including those with special educational needs.

85. Pupils at the end of Key Stage 1 read confidently and with accuracy, and their ability to read is enhanced by the use of illustrations, phonic and word recognition skills, to gain meaning and to anticipate what might happen next. The use of big books and the reinforcement of grammatical skills as class and group activities, enhances their reading skills. They make good progress in reading; learning to use books for information as well as pleasure. They respond appropriately to humour in books and read and enjoy poetry.

86. Most of the pupils are confident readers by the end of Key Stage 2. They are aware of the various forms of printed matter, and the various uses to which it is put. They understand differences between fiction and non-fiction books and use the latter effectively for finding out information. They are able to critically evaluate the books they read and are developing good comprehension skills. The pupils confidently discuss their choice of books. They describe characters and select significant features from text to illustrate their comments. Pupils have good opportunities to use information technology for research and their attainment in this skill is good.

87. Pupils' handwriting is good by the end of Key Stage 1. They make good progress in developing letter formation in the early part of the school. By the end of the key stage, most pupils are developing a cursive style of handwriting. Most of the pupils can spell familiar words and make good phonic attempts to spell unfamiliar ones. By the end of the key stage, the

majority of pupils write in sentences and use capital letters and full stops consistently. Most pupils use their widening vocabularies, developed through speaking and listening and reading, to vary their pieces of writing and to interest the reader. Throughout Key Stage 1 pupils make good progress in all the aspects of English. Those pupils with special educational needs make good progress.

88. By the end of Key Stage 2, most pupils' handwriting reflects an appropriate and regular joined style. Spelling is good and pupils make effective use of dictionaries and word lists to check the accuracy and meaning of the words they use. Sentences are mostly appropriately punctuated, grammatically correct and writing is increasingly neatly presented throughout the key stage. Pupils make good use of their English skills in other subjects such as history, geography and religious education where they write interesting and informative accounts, such as their visit to the Jewish synagogue in Cheltenham. Information technology is used well to support their work. For example, after studying an extract from "The Silver Sword" and writing their own ending, pupils were given a new extract and asked to repeat the same type of exercise, using "Temple of the Sea", by Jamila Gavin. They plan, draft and edit to produce a final copy which was then completed to a high standard, partly word processed and partly in their best handwriting. Pupils effectively develop the skills of writing for different purposes and audiences throughout the whole of Key Stage 2.

89. Pupils' response to their work is very good in both key stages. They settle to work quickly, concentrate well and show a very positive attitude to their work. They respond well to questioning about words, letter sounds, characters, story setting and text organisation and enjoy the word-play that is involved. They take pride in the presentation of their work. They learn to work co-operatively and to listen to what each other has to contribute in class with increasing success. Pupils make good gains in their knowledge, understanding and skills in the various aspects of English. Behaviour is very good, and this has a beneficial effect on the standards of work obtained.

90. The school has successfully established its modification of the literacy hour, necessary because each class consists of a whole key stage. The organisation is good and activities carefully guide pupils' progress in all aspects. Long and medium term planning is detailed and very good use is made of cross-curricular links to reinforce learning. Planning is linked to the programmes of study and attainment targets within the National Curriculum and outlines what pupils are expected to learn and the associated opportunities for assessment. All pupils have equal opportunities.

91. All the teaching in English is at least good and in half of the lessons observed it was very good. Time and resources are used very effectively and the organisation of classes and pupils, teaching methods and planning of lessons are always good and some times very good. Procedures for assessment are also very good. Very good use is made of day-to-day assessment of pupils' work to plan future activities for them. The marking of pupils' work is very good, usually containing targets for improving the quality of the work as well as personal encouragement. Support staff contribute well to the good standard of education provided, often taking responsibility for group activities alongside the teacher. Pupils take their reading books home regularly and parental support is encouraged.

92. Co-ordination of English is very good. All teachers and one member of the governing body have received appropriate training for the literacy hour. Pupils have set themselves challenging improvement targets for each term in consultation with the teacher, and they regularly refer to them. Record portfolios are developed for individual pupils as they progress

through the school, including examples of assessed work, the results of formal assessments and standardised tests. An effective policy and programme of work for English, which the school continues to evaluate, are in place. Resources are good and are stored efficiently, including those for the staff.

Mathematics

93. Due to the small number of pupils in Year 2 and Year 6 in 1998 it is not appropriate to report pupils attainment against national averages and the averages for similar schools. A study of results over the previous three years indicate that when the impact of pupils with special educational needs and the different numbers of boys and girls is taken into account, the level of attainment has been maintained. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. The school has set realistic targets for improvements in pupils' attainment and has developed good strategies, particularly in numeracy, to help achieve these targets. Progress for all pupils, including those with special educational needs, in all aspects of mathematics is good.

94. Levels of attainment upon admission to the school are broadly average. During the inspection standards for the majority of pupils were satisfactory and at least in line with national expectations for most pupils at both key stages. By the end of each key stage a significant number of pupils attain standards which are good and above those expected for pupils of their age. The school successfully follows a well planned and balanced programme which covers, and regularly reinforces, all the required areas of mathematics. It effectively meets the needs of all the pupils with differing levels of attainment, including those with special educational needs.

95. Progress is good in most aspects of the subject and is consistent between key stages. Progress of pupils with special educational needs is also good as they are set clear targets and effective monitoring of their progress is carried out.

96. By the end of Key Stage 1, pupils make good progress in acquiring skills of mental recall and have a secure understanding of number bonds to 20. They have a good understanding of tens and units and add two digit numbers together, showing a sound understanding of place value. They count competently in multiples and perform simple calculations. Higher attainers perform more complex calculations using two and three digit numbers. Lower attainers add numbers together which total less than 20 and work well in groups to solve simple problems correctly. Pupils' ability to recall number facts is good and they competently and accurately make predictions about number patterns. They estimate with a reasonable degree of accuracy and measure correctly. Pupils draw and understand the differences between different shapes and know how many sides and corners certain shapes have. They know and use appropriate mathematical vocabulary with regard to shape. They are confident when handling data, for example, when producing graphs of their favourite fruits.

97. By the end of Key Stage 2, high and average attainers have a good and secure understanding of place value and use their knowledge to perform calculations with large numbers and percentages related to decimal fractions. They have good skills in recalling number facts accurately. Pupils with average attainment calculate competently using negative numbers, simple percentages and fractions, and higher attaining pupils use these skills in

context to solve problems. Higher attainers measure length accurately and identify the symmetries of two-dimensional shapes very effectively. Pupils have a good understanding of their work in shape, including making nets of different three-dimensional shapes. They calculate areas and perimeters accurately and use tabulation and data-handling skills effectively. Pupils' work in mathematics is well supported by the use of information technology.

98. Progress throughout the school is consistent in the development of mental skills and recall of simple number facts. Younger pupils move securely from calculating using cubes to support their work, to pencil-and-paper activities, and they improve their speed of calculation by applying their knowledge of number facts. Pupils make good progress in their use and application of mathematics and in the accurate presentation of information. Progress is good in data handling by the end of Key Stage 2. Higher attaining pupils make good progress in using data, and improve their understanding of mean, median and mode through practical activities interpreting different graphs. Across both key stages progress in shape, space, measurement and number is good.

99. Pupils' attitudes to their work are very good. The older pupils show positive interest in mathematics, they are enthusiastic, listen carefully and are eager to answer questions. They concentrate well on all types of activities, including reinforcement and investigative or problem solving tasks. Their good behaviour allows for a brisk pace in lessons and they persevere and concentrate. Pupils take a pride in producing a good standard of work and enjoy discussing their work with each other. Pupils work well, both individually and in pairs and are able to move easily from one task to another. They share equipment, help one another and are good at taking turns.

100. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. Teachers have a secure knowledge and understanding of the subject and teach it confidently. Teachers give clear explanations and demonstrations and use time effectively, often timing activities carefully. In the best lessons work is always appropriate pitched to the abilities of the pupils through differentiated tasks and there are clear learning objectives. In these lessons the teachers demonstrate an awareness of the common weaknesses in skills development and teach good techniques to help the pupils to improve their competence in handling number. In some lessons teachers' expectations do not clearly reflect the different levels of attainment within the class. Teachers' planning is good and clear with objectives and aims which are attainable and usually including detailed lesson notes of the work to be covered and examples of extension or consolidation work often given. There is a strong element of class teaching or introduction, followed by group work. Teachers expect and gain pupils' attention during whole-class introductions to activities. Explanations are clear and this enables pupils to make a prompt start to tasks and make good progress. Teachers expect pupils to work quickly and accurately. Praise and encouragement are used effectively and pupils respond positively. Teachers check pupils' understanding by discussion, by marking and by the use of assessment sheets. National Curriculum and standardised tests are also used to assess attainment and progress. Targets have been identified for individual pupils and progress towards these targets is carefully monitored.

101. The mathematics curriculum meets all statutory requirements. All pupils have equal access to the curriculum and pupils with special educational needs are identified and given support in the classroom by special educational needs assistants. Planning for continuity throughout the school linked to the National Numeracy Strategy is good. Procedures for assessing pupils' attainment are very good, using a range of tests and teacher assessments and collecting samples of pupils' work.

102. The subject is well co-ordinated and the documentation is of a good quality, providing a firm basis from which to develop further. There is clear understanding on how information technology can be used to support mathematics and this is an ongoing development. There are enough good quality practical resources and these are used very well throughout the school to develop understanding through first-hand experience.

Science

103. Due to the small number of pupils in Year 2 and Year 6 in 1998 it is not appropriate to report pupils attainment against national averages and the averages for similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. Available evidence suggests that standards have been relatively consistent since the last inspection. The school successfully follows a balanced programme of science based on national guidance material, which covers and regularly reinforces all the required areas. It meets the needs of all the pupils with differing levels of attainment effectively, including those with special educational needs. The school has set realistic targets for improvements in pupils' attainment and has developed strategies to help achieve these targets.

104. Levels of attainment upon admission to the school are broadly average. During the inspection evidence gained from lesson observations, from scrutiny of work, displayed work and teachers' plans show that attainment in science is good and above national expectations in Key Stages 1 and 2.

105. By the end of Key Stage 1, pupils have adequately covered all aspects of the subject. They develop a basic understanding of what causes day and night and the different seasons in their study of the natural world. Pupils study forces and motion. They discover how to create an electrical circuit to light a bulb. They are able to talk about their findings and make suggestions. They understand the need to make things fair, or 'equal'. By the end of Key Stage 1 pupils can explain clearly what they observe. In their work on light and sound pupils can describe how light makes shadows.

106. At Key Stage 2, pupils combine their work in science with other subjects such as English and design and technology and literacy skills are developing within the subject through the use of subject specific language. Scrutiny of pupils' work shows that many have a good understanding of fair tests and of how to use variables in their investigations. Pupils study the properties of different materials and how they can be stretched. They learn to select appropriate apparatus and equipment and how to use them safely. Most can explain and demonstrate their results confidently. They are able to classify materials into groups according to their different properties. They acquire a good knowledge and understanding of different forms of energy which can be created by electricity. They present their findings, sometimes using information technology. Most begin to understand the complexity of fair tests, for example, older pupils understand the need to change only one variable at a time when conducting experiments or undertaking investigations. By the end of the key stage pupils observations and measurements are recorded in different ways, by written accounts, diagrams, graphs and sometimes using information technology.

107. Pupils' progress in science is good. All pupils, including those with special educational needs, make good progress in their scientific knowledge and understanding and in their ability to conduct fair tests. They improve their skills by working collaboratively and in discussions with the teacher. The good links with other subject areas often enhances pupils' understanding

and improves their rate of progress. Written work in science makes a good contribution to the development of literacy skills.

108. Pupils' attitudes to work are very good throughout the school. They behave responsibly and co-operate well together. Pupils enjoy science and like to work independently, using their initiative. Pupils are enthusiastic and respond well to a challenge. Most are keen to explain their work and have a desire to do well. They present their reports neatly and label diagrams clearly.

109. The quality of teaching is good at both key stages. Teachers' knowledge and understanding of the subject is good and their learning objectives are also appropriate. Planning is detailed and often shows good links with other subjects, such as design and technology. Scientific concepts are carefully developed through practical activities. Teachers use various styles of teaching to deliver information and develop ideas. Discipline is fairly imposed and teachers know their pupils well. Relationships between teachers and pupils are very good. In lessons the pace is brisk, teachers' expectations are high and pupils and time are managed well. Teachers are well organised and scientific concepts are developed through practical activities and where possible by links with other subject areas. There is day-to-day assessment, with constructive marking and homework consolidates previous learning.

110. There is a suitable science policy and scheme of work. Both give good, general guidance on the requirements for safe and effective teaching. These schemes ensure coverage of National Curriculum science and continuity through the key stages. There are good procedures for assessing pupils' attainment and this information is used well to ensure tasks in future lesson plans are appropriate for all pupils.

111. The subject co-ordinator gives good advice and support to other class teachers. There is good provision for monitoring and evaluating work in science. There is good use of regular assessment which is retained in individual portfolios of pupils' work. The range and quality of resources are adequate for the demands of the subject, and funds are allocated within the school development plan to further improve the range and quality of resources. The accommodation is satisfactory for the delivery of the science curriculum.

OTHER SUBJECTS OR COURSES

75. Information technology

112. Only a few lessons of information technology were observed during the week of this inspection. Based upon a scrutiny of children's work, lesson plans, interviews with teachers and discussions with pupils, attainment is judged to be in line with that expected nationally of children aged 7 and above that expected nationally for pupils aged 11.

113. By the end of Key Stage 1 pupils can name the keyboard and monitor, switch the computer on and off and work enthusiastically with word recognition and number games. They are competent in using the keyboard to enter portions of text. They enter data to produce simple charts or graphs. They follow instructions to dress a teddy bear with appropriate use and control of the mouse. They are aware that entering a sequence of instructions into a programmable robot will cause it to move and turn, and they can use a tape-recorder to record and play-back talks in lessons and their own stories.

114. At Key Stage 2, younger pupils have good control of a computer mouse to move the

cursor and to highlight words. They use number and spelling games appropriately. Pupils can write text on screen and edit their work, their word processing skills are good. They are confident in following instructions and have a good understanding of the retrieving and storing of work. They sort, classify and present their findings well. Older Key Stage 2 pupils communicate their ideas in a variety of forms, such as text, pictures, tables and graphs. They know how to store data and to use it to collate and organise information. They are adept at using various programs to enhance their learning in different subjects, for example, through the use of spreadsheets in science and mathematics. They know how to control programmable robots and also work on the screen to program sequences using logo. Most pupils are familiar with the use of electronic mail which is being used to enhance their link with schools in France and Spain. Almost all pupils add pictures to their text and present their work in an attractive way. They access information, using a CD-ROM effectively and use computers in their work in other subjects.

115. Pupils make good progress at Key Stage 1 and good and sometimes very good progress at Key Stage 2. Computers are used well for routine and higher level work. For example, younger pupils quickly learn to use computers for word recognition and matching and for simple skills practice. Older Key Stage 2 pupils are confident in their day-to-day use of computers to write their work. Younger pupils make good progress in controlling technology and this aspect of information technology is developed and improved upon consistently through the school, for example, older pupils produce complex repeating patterns using logo. Older pupils make good progress in drafting and editing their work using the computers tools. Progress in the use of information technology to solve problems, to research information, to communicate information or practise, reinforce and develop skills in other subjects is good.

116. The pupils' overall attitude to learning in information technology, their behaviour and the quality of their relationships throughout the school are very good. Whenever they are given the opportunity, pupils enjoy working on the computer. The pupils take pride in work, which is completed well, and are proud to talk about what they have done. Their behaviour while working on the computer is very good and they handle equipment properly and carefully. When working together in pairs, pupils are co-operative and helpful towards each other, and are good at sharing and taking turns.

117. Teaching of information technology is good at Key Stage 1 and very good at Key Stage 2, reflecting the expertise of the teacher which is conveyed well to pupils. Teachers are generally confident and make good use of the range of computers and software available. The planning of information technology is developed well and used to support other subjects. Thought has been given to how each pupil will receive the appropriate allocation of time during the week for information technology, and daily planning indicates provision for information technology. There is some direct teaching and use of other strategies, such as peer help for sharing knowledge, to help pupils gain information technology skills. Teachers maintain records of experience, and suitable use is made of these to record assessments of pupils' computing skills or the capability they have shown with the programs they are using.

118. The co-ordinator provides very good support for colleagues and has led some useful in-service training, which has raised levels of expertise. There is a good policy and scheme of work which provides clear guidance on coverage of the aspects of information technology. The overall level of resourcing is good and is shortly to be enhanced through funding received as part of the National Grid for Learning. There are sufficient computers and the range of software for use in other subjects is adequate.

75. Religious education

119. Scrutiny of the pupils' work and discussion with pupils indicate that attainment of pupils aged 7 and 11 years, is in line with the expectation of the locally agreed syllabus. This enables pupils to understand the nature of religious beliefs and practices, and the importance of these.

120. Pupils by the end of Key Stage 1 are familiar with a number of New Testament stories about the life of Jesus, such as The Feeding of the Five Thousand and the story of Zaccheus. They recognise the importance of special times in peoples' lives and the significance of special festivals such as harvest and Christmas in the Christian year. They visit Gloucester Mosque, the Synagogue at Cheltenham and know the significance of the Jewish ceremony of "Yom Kippur".

121. In their topic work on "Myself", younger pupils learn about Jesus' family and begin to understand that we all belong to a family and the part played by grandparents in our communities. They know that there are stories about families in some of the Holy Books and listen to the story of Ganesh Chaturthi, the elephant headed God. Pupils in Years 1 and 2 have a sound understanding of Christian festivals such as harvest and discuss countries like India and Africa where food is sometimes scarce due to crop failure or the weather. They discuss ideas of personal belief and stories of right and wrong with sensitivity towards each other's feelings.

122. Pupils by the end of Key Stage 2 know a wide range of Biblical stories, from both the Old and the New Testament, such as the stories of Joseph, Moses and the Ten Plagues. As part of their exploration of "key religious figures", they learn about the lives and influence of Jesus and Muhammad. In the approach to the Millennium this theme is to be expanded to find out about key figures in comparatively recent times whose faith has given them the courage to play a significant part for good in the lives of others, such as Elizabeth Fry and Martin Luther King. Pupils develop a satisfactory knowledge and understanding of religious concepts and practices, for example, the significance of the Five Pillars of Islam and the Jewish festival of Sukkot. Spiritual awareness is well promoted throughout the school.

123. Pupils make good progress overall in their knowledge of Christianity and other faiths and willingly express their ideas and opinions. They understand the effect of their fund raising for charities and understand the poverty of some of the world's people. In the very good programme for personal, social and moral education they discuss the effects of peer pressure and how to support each other. Pupils with special educational needs make good progress in relation to their ability.

124. Pupils respond very well to the teaching of religious education. The relationship between pupils and teachers is very positive. The pupils respond well in discussion and develop a sympathetic understanding for others' views. They enjoy the opportunity to record their work, taking pride in the presentation of written and illustrated work. Pupils behave very well. They show good levels of respect and understanding of different religions.

125. The quality of teaching in the assemblies seen is good. Teachers have a good understanding of the subject and plan lessons well to include stories, descriptions and the use of artefacts to bring the subject to life. Good use is made of the locally agreed syllabus and resources are used well. Teachers make good use of introductions to arouse the pupils' interest and to provide opportunities for reflection and questions. The school has a suitable range of resources and books. The subject is co-ordinated effectively and the subject co-ordinator gives good leadership and practical advice in terms of planning for lessons and

assemblies.

126. The religious education curriculum is well supported by a well planned and delivered programme of collective worship and also by the local vicar who visits the school on a regular basis. Learning resources are satisfactory and efficiently used. The pupils make visits to St. Mary's Church and grow in their understanding of what Christians believe and do as expressions of their faith.

75. Art

127. In both key stages the pupils, including those with special educational needs, make good progress in art. The youngest pupils make rubbings of leaves and colourful prints with fruit. They mix colours and most understand how to create blends and tints. In Key Stage 1, the pupils use junk to produce a detailed collage of Ganesh Chaturthi, the Hindu God, with an elephant's head and a human body. They have studied the work of the modern abstract artist, Piet Mondrian, looking at how his style developed from the 1920s onwards and the progression from black grids to coloured lines. In Key Stage 2, the teacher builds on the basic skills effectively, and through direct teaching of techniques, the pupils become proficient in a variety of skills. Pupils discuss the occurrence of symmetry in nature and design their own colourful animals and patterns. Before embarking upon a drawing of children and teachers who were evacuated during the war, pupils study in detail hands, feet and faces, considering how facial expression and posture are affected by mood.

128. There is some good progress in the use of colour, depth and tone which is due to the teachers' encouragement of the pupils to make careful observational studies. Art is used effectively to illustrate work in other subjects. Linked to the weather and climate project in geography, and the literacy Big Book entitled "Wild Weather", pupils paint an impressive large class picture illustrating lightning, hurricane, tornado, frost and rainbow. Pupils in both key stages use a variety of techniques, such as knitting, sewing, crochet, fabric painting and collage to produce a school tapestry for the Millennium, illustrating the way of life in the local area. Information technology is used well to support the subject.

129. The teaching of art is good. Teachers encourage inventiveness and the pupils become confident in expressing their ideas and feelings through art by creating their individual pictures after listening to music such as the 1812 Overture, Swan Lake and Peter and the Wolf. The pupils respond very well to the subject. Their behaviour is very good and they take pride and pleasure in their work. They are encouraged to appreciate the efforts of their peers. Techniques, such as printing using a variety of materials, are taught consistently well throughout the school. Textiles are explored through the designing of costumes for puppets or felt picture working. Planning is thorough, and the staff ensure that skills, enthusiasm for the subject and knowledge are developed consistently. The subject makes a good contribution to the pupils' cultural development.

75. Design and technology

130. It was not possible to observe lessons during the period of the inspection. Evidence was gained from medium term planning, lesson plans, photographs, display, pupils' work and discussion with teachers and pupils. All pupils, including those with special educational needs, make good progress in relation to their age and ability.

131. At Key Stage 1 pupils' skills in design and technology are appropriately developed in the areas of designing, making and evaluating. Pupils develop skills in investigation and apply their knowledge in mathematics, science and information technology. Younger pupils enjoy working with construction kits. They are able to select materials and cut and shape when making greeting cards. They learn the skills of design, for example, when planning a picnic and designing a picnic container which they subsequently make using apparatus and tools sensibly, making appropriate selections of materials to be used and cutting and fixing with relative accuracy and precision. The majority are able to reflect on their ideas and suggest improvements to their designs. By the end of the key stage, most pupils, including those with special educational needs, have a sound understanding of designing, making and evaluating.

132. At Key Stage 2 an increasing range of tasks is provided. Good links are made between science, information technology, art and history, which enhance pupils' knowledge in the subject. For example, in food hygiene linked to their work on diets and the human body and in designing and constructing a hot air balloon to study the effect of heat and pressure on air. By the end of the key stage, most pupils make realistic suggestions about how they can achieve their intentions and begin to recognise that there are different preferences which need to be taken into account. Most identify the main stages in design and making and show good understanding of the tools, materials and processes required.

133. Pupils make good progress in their designing and making skills throughout both key stages. They consolidate and practise relevant skills as well as refining their design ideas and evaluating more constructively. They explore and use with increasing skill different techniques for cutting, joining and shaping materials. As pupils get older they become more aware of the suitability of the materials they select for their models.

134. Pupils enjoy solving problems created by design and technology tasks. They collaborate well, valuing each other's ideas. They work independently with the minimum need for supervision. Pupils take pride in their achievements and suggest some ways in which their ideas could have been improved.

135. Pupils enjoy their design and technology lessons. They discuss their achievements enthusiastically and many describe the processes involved in designing, making and evaluating. Attitudes to work in design and technology are good. Pupils work well in groups and individually. They co-operate with, and support each other, to complete their work. Pupils with special educational needs enjoy the practical aspects of this subject and are well supported by teachers. They handle tools safely and well and use different materials and other resources appropriately.

136. The quality of teaching, based on those aspects seen such as planning and records used to inform planning, is good. Links are made between subjects to reinforce pupils' understanding. Subject knowledge is good and work is matched appropriately to pupils' levels of attainment. Teachers ensure that resources are easy for pupils to locate. Opportunities to extend pupils' vocabulary are taken and appropriate terms explained. The long term plan identifies the focus of a topic and plans for each term include good cross curricular links which provide a good base for pupils' work. Teachers maintain detailed records on the work pupils have covered and there are very good systematic procedures for assessing pupils' progress year by year. Resources are adequate, used well and easily accessible for pupils.

137. There is a clear, subject policy. The scheme of work for design and technology identifies good procedures for designing and making. The co-ordinator provides good support and guidance and monitors the implementation of the curriculum. Overall subject leadership is

good. Resources for design and technology are satisfactory. There is an adequate range of books, materials and equipment.

75. **Geography**

138. It was not possible to observe lessons in geography during the week of the inspection. The following judgements are made on the basis of the scrutiny of pupils' work and display, teachers' planning and talking to pupils. All pupils, including those with special educational needs, make good progress in geography throughout the school.

139. The youngest pupils are given a sound introduction to ways of looking at the homes in which they live and this builds into a good programme of local geographical studies in the infant and junior classes. The use of correct geographical terms is encouraged in all classes. The infant pupils are able to name significant countries on maps. They recognise the location of the school and local landmarks and write confidently about what they discover. By the time they are 7, pupils show a satisfactory understanding of the similarities and differences between their own and other places further afield such as the town of Cheltenham.

140. By the time they are 11 the pupils write appropriately about what they have learned. For example, in good extended writing about climate, weather patterns and the water cycle. They analyse information and categorise their results from their informative comparisons between varying environments in the United Kingdom. They have a sound understanding of how the natural character of the Cotswolds has influenced the development of land use and settlements. They make a detailed study of a village life in Kenya and Jamaica and have an appropriate understanding of the impact human beings have on the environment.

141. Throughout the school, pupils make good use of maps and photographic records of events and localities. The older pupils understand scale in mapwork, use grid references and co-ordinates correctly. Pupils make appropriate use of numeracy skills as they analyse data and record their findings. Their correct use of geographical terms and literacy skills are developed well throughout the subject. They make sound use of the computer based data and the school's access to the Internet.

142. The pupils enjoy the subject. They respond positively to tasks given and take an active part in lessons. They show good concentration and perseverance for extended periods. The majority of pupils present their work neatly and take a pride in their work.

143. The aspects of geography teaching seen during the inspection was good at both key stages. Teachers have good subject knowledge and plan their lessons carefully. They have a clear idea of what the pupils are to learn and maintain good detailed records which are used well to inform planning.

144. The school has a good policy and scheme of work to ensure continuity and progression of pupils' learning throughout the school. The well planned and managed programme of visits to such places as the Dorset coast, for a residential visit provides the pupils with an effective range of experiences, and plays a significant part in the development of the pupils as independent learners. The developing link with schools in France and Spain are further enhancing the pupils geographical knowledge and understanding. Good use is made of the local library service to provide an appropriate and adequate range of books linked to the different topics.

75. History

145. It was not possible to observe lessons in history during the week of the inspection. The following judgements are made on the basis of the scrutiny of pupils' work and display, teachers' planning and talking to pupils. All pupils, including those with special educational needs, make good progress in history.

146. At Key Stage 1, pupils develop a sound knowledge of a range of historical facts and can compare aspects of life in the past with conditions in the present day through their study of homes today and in the past. They are aware that there are different ways of finding out about the past, from written or spoken records, photographs and other pictures as well as artefacts. Pupils examine major differences between their present lives and past times such as the differences between transport now and in the past. By the age of 7, they have gained a sense of chronology and a secure understanding of what history means.

147. Pupils in Key Stage 2 make a detailed study of the Victorian period and life in Britain during the second world war and how it affected the lives of people living in their own locality. The immediacy of the work planned and undertaken gives an excitement to the pupils' experience so that they develop an understanding of chronology related to their own lives, homes or families. For example, during their study of the Romans in Britain they study local sites of interest such as Chedworth Roman Villa and the evidence of Roman occupation still to be found locally.

148. Pupils show a great interest in history and are enthusiastic and motivated. Older children particularly enjoy finding out facts for themselves. The pupils write careful accounts of the work they have done in history. That produced by the older highest attainers is of a high standard. It demonstrates their ability, not only to describe events, but also to link causes and effects in changes they have considered between the past and the present day, for example, the impact of the Spanish on Aztec civilisation in Latin America. The pupils enjoy their studies in history, they work well together, listen courteously to each other's opinions and are sensitive to the beliefs and feelings aroused by studies in history. Carefully planned visits provide added interest and bring history to life. Pupils in Key Stage 2 make good progress in developing skills of research and enquiry through their detailed studies of the Anglo Saxons and Vikings.

149. The evidence gained from teachers' planning, records and samples of work indicate the quality of teaching is good. Teachers are enthusiastic and plan their lessons carefully. The balance of teacher input and individual tasks or group work is well planned. Teachers are confident in their subject knowledge. Skilful questioning is used to develop pupils' reasoning and deduction and also to make ongoing assessment of their understanding. All pupils are given good opportunities to contribute to discussions.

150. The school has a satisfactory policy and scheme of work to ensure continuity and progression throughout the school. Good use is made of the local library service to provide an appropriate and adequate range of books linked to the different topics. A well planned and managed programme of visits provides the pupils with an effective range of experiences, and enhances the pupils historical knowledge and understanding.

75. Music

151. Although no music lessons were observed during the inspection, evidence gained through scrutiny of planning, discussion with pupils and observation of the pupils' performance in assemblies shows that the pupils, including those with special educational needs, make good progress in the subject.

152. Pupils in Key Stage 1 know a variety of songs by heart and they sing enthusiastically and in time with one another. They identify high and low pitched notes. They understand rhythm and repeating patterns and change from fast to slow beat when clapping or singing. Most pupils listen to recorded music, such as "Peter and the Wolf" as a stimulus to painting, composing and writing. They explore the structure of a piece of music and produce their own music after listening to "The Firebird", paying attention to timbre texture and tempo.

153. Older pupils enjoy listening to music and planning indicates that they will study composers of the Victorian era, listen to, appraise their music and find out about music of other cultures from the same time. They have a good understanding of musical structure and different types of music and show clear preferences and appreciation of the variety available. By the end of Key Stage 2 pupils recognise and compare the unique characteristics of different forms of music such as that from Tudor and Victorian times. The pupils are good at listening to music and older pupils comment about their preference for different composers. Throughout the school most pupils sing well and keep in tune.

154. The opportunity for pupils to become involved in Mothering Sunday and Christmas carol services at the parish church of St. Mary's, extends their interest and confidence in music and leads to greater progress. There is good participation in assemblies and pupils listen carefully to introductory music, such as "Digital Ragtime", by Scott Joplin and demonstrate a sense of enjoyment and then the ability to be quiet for a time of reflection while listening to music. The quality of teaching in the assemblies seen is good. The relationship between staff and pupils is very good.

155. The school is well resourced for music. Some parents pay for individual tuition in guitar. The curriculum provides pupils with a good range of musical experience. Very good records of progress and attainment are kept by the school. The curriculum is considerably enhanced by the good opportunities provided for individual and collective performances given at the end of the Christmas and summer terms.

75. Physical education

156. Due to the organisation of the curriculum, it was only possible to observe one lesson of physical education during the period of the inspection. Evidence gained through scrutiny of planning, discussion with pupils and observation of the pupils' performance indicates all pupils, including those with special educational needs, make good progress at both key stages

157. At Key Stage 1 pupils develop a sense of awareness and space in playground games. They have good co-ordination between hand and eye. They are developing a good awareness of space and level of control.

158. At Key Stage 2 the majority of pupils have good ball control skills in a range of games, for example hockey. They are able to pass a ball with control and show a good level of skill. Pupils show an awareness of space when moving around outdoors. Pupils develop a sense of fair play when competing against each other in small groups. They make sound progress in

the development of skills and in their ability to apply them in support of one another as members of a team.

159. Pupils' attitudes to physical education are very good. All pupils change quickly and quietly for physical education lessons, and pupils take responsibility for getting out and putting away equipment. Across the school pupils are well behaved and follow instructions, having due regard for safety. They work well together in groups, for instance when devising a series of movements or practising skills. Pupils receive good support from teachers, learning assistants and volunteers and are encouraged to demonstrate their achievement to others. They show interest and enthusiasm and they are generous in their appreciation of the efforts of others.

160. The teaching of physical education is of a good quality in both key stages. Teachers plan lessons well, including a range of activities to practise skills or giving pupils an opportunity to demonstrate, evaluate and refine their performance. They have very good relationships with pupils. They control lessons well and pay appropriate attention to safety when pupils are using apparatus. Good use is made of small groups to give pupils opportunities to learn about teamwork. Teachers use the available equipment and resources well to ensure that all pupils are able to practise their skills.

161. There is sound documentation and guidance for the subject, which ensure that all areas of the National Curriculum are covered. The co-ordinator gives good specialist support and guidance. The school makes the best possible use of its limited facilities and enhances these through regular visits to a local secondary school for gymnastics and to a swimming pool in Cheltenham to ensure all pupils receive swimming lessons during their time at school. There is a satisfactory range of extra-curricular sporting activities offered, which give many pupils an opportunity for further participation.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

162. The school was inspected over three days by three inspectors, and a preliminary visit was made to the school. In total, six inspector days were spent making observations of 14 lessons, assemblies or parts of lessons. All classes were seen, a sample of the pupils' work over the previous year was examined. The inspectors listened to the reading of a representative sample of pupils. Discussions were held with all the teachers, governors and the headteacher. Fourteen parents contributed their views at a meeting with the inspector and 37 responded to a questionnaire.

DATA AND INDICATORS

163. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	49	0	10	0

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)
Number of pupils per qualified teacher

2.57
20.2 : 1

Education support staff (YR – Y6)

Total number of education support staff
Total aggregate hours worked each week

3
27

75.

Primary schools

Average class size:

24.5

Financial data

Financial year:

1998/99

	£
Total Income	117,220
Total Expenditure	117,912
Expenditure per pupil	2,358
Balance brought forward from previous year	7,700
Balance carried forward to next year	7,008

PARENTAL SURVEY

Number of questionnaires sent out:

49

Number of questionnaires returned:

37

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	59	38	0	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	64	33	0	3	0
The school handles complaints from parents well	43	46	8	0	3
The school gives me a clear understanding of what is taught	54	41	5	0	0
The school keeps me well informed about my child(ren)'s progress	68	19	10	3	0
The school enables my child(ren) to achieve a good standard of work	62	32	3	3	0
The school encourages children to get involved in more than just their daily lessons	46	46	5	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	46	46	3	5	0
The school's values and attitudes have a positive effect on my child(ren)	62	35	3	0	0
The school achieves high standards of good behaviour	65	35	0	0	0
My child(ren) like(s) school	76	21	3	0	0