

INSPECTION REPORT

WIDDEN PRIMARY SCHOOL AND FAMILY CENTRE

Gloucester

LEA area: Gloucestershire

Unique reference number: 115481

Headteacher: Mr T Cooper

Reporting inspector: Mr Geoff Jones
11816

Dates of inspection: 6th – 9th May 2003

Inspection number: 247554

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Sinope Street
Gloucester

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Appropriate authority: Governing Body

Name of chair of governors: Mrs L Burns

Date of previous inspection: 2nd – 5th March 1998

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Geoff Jones Registered inspector 11816	Science	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Helen Griffiths Lay inspector 9446		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Peter Dexter Team inspector 14976	Mathematics Physical Education Special Educational Needs	
Eva Wilson Team inspector 20653	Foundation Stage Religious Education History	
Chris Bolton Team inspector 18935	English Geography Equal Opportunities	
Rami Arora Team inspector 16773	Information and Communication Technology Design and Technology English as an additional Language	How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Widden Primary School has 378 pupils on roll, aged between 4 and 11 years, and is bigger than most other primary schools. It serves an area of significant deprivation, which is among the 10 per cent of the most deprived wards in the country. The Family Centre works very closely with the school and liaison is very well established. Compared with other schools the percentage of pupils who leave or join the school every year is high. When children are first admitted to the school their attainment is very low. The school is situated in Gloucester's Education Achievement Zone and has a very high proportion of pupils from minority ethnic groups and for whom English is an additional language and one in every 25 pupils is at an early stage of acquiring the English language. The percentage of pupils known to be eligible for free school meals is above the national average. The percentage of pupils identified as having special educational needs (SEN) is above the national average as is the percentage of pupils with statements of special educational needs. Almost half of the pupils with SEN need the help of outside specialists. Most of these pupils have moderate learning difficulties and the others have emotional and behavioural problems or speech and communication difficulties. The school has received National Curriculum Achievement awards for the past two years in recognition of its improvement in standards.

HOW GOOD THE SCHOOL IS

The school is effective. Children make good progress in the reception classes in most areas of the curriculum during the time they spend there. The quality of teaching is good in the infant and junior classes and very good in the reception classes. Standards in mathematics have improved dramatically since the very poor results in the national tests in 2000 and are now at a national average level. This has been achieved through regular monitoring of teaching and the introduction of a number of new strategies. Standards in reading are now close to the average for seven and eleven year olds but writing attainments, although improving, have not yet reached the level expected for these age groups. Standards in science have also improved but are still below average for both of the above year groups. These improvements have been brought about by excellent leadership and management by the head teacher and key staff and have been very well supported by the governing body. The school provides good value for money.

What the school does well

- Infant and junior pupils make very good progress in reading and mathematics;
- The teaching in the infant and junior classes is good and very good for reception children;
- Provision for pupils with special educational needs and those for whom English is an additional language is good enabling them to make good progress;
- The excellent leadership and management provided by the head teacher and key staff have enabled the school to make good developments;
- The staff's very good team work has led to the successful implementation of beneficial changes;
- Out of school activities and links with the community are very good;
- Teachers check how pupils are doing in English and mathematics very thoroughly;
- Provision for pupils' moral, social and cultural development is very good.

What could be improved

- Eleven year old pupils could do better in design and technology, music, information and communication technology, art and design, religious education and history.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998 and since that time it has made good improvements. The quality of teaching has been improved from satisfactory to good and the provision for pupils with special educational needs is also now good. Assessment procedures were a weakness in 1998 but these are now much better in the main subjects of English, mathematics and science and have contributed to good improvements in standards. The school's provision for spiritual, social, moral and cultural development remains at a very good level. The leadership and management of the school have improved dramatically since the present head

teacher was appointed and the governors are also now very involved in the life of the school, particularly in discussions regarding the school improvement plan. The high quality leadership of the head teacher has resulted in very strong sense of teamwork and a drive towards continual improvement. The school has achieved much in two years and is beginning to reap the benefits in terms of annual test results and pupils' attitudes and behaviour.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	D	E	C	well above average A above average B average C below average D well below average E In the lowest 5% E*
mathematics	E*	E	C	A	
science	E*	E*	E	C	

This table shows that the school's national test results for eleven-year-olds in 2002 were well below average for English and science and average in mathematics. Compared with similar schools the results show that English and science were average and mathematics was well above average. The school's results in the latest national tests for its seven year olds show that standards in reading, writing and mathematics were all well below average but this shows that pupils have made progress since the time they were admitted to the school. Standards of work seen during the inspection show that reception children achieve well but, despite this, their attainment is still well below average in communication, language and literacy and in mathematical development. Reading standards are now average for seven and eleven year olds but their writing is not as good as their reading and is below average for both of these age groups. Standards in mathematics are below average for seven year olds and average for eleven year olds. This represents a very big improvement in standards for the junior pupils over the last three years. Science standards for eleven year olds are now just below average. An analysis of the attainments of pupils compared with what they were like when they entered the school shows that their achievements are good. Pupils for whom English is an additional language make good progress as a result of the good support they receive. Pupils with special educational needs also make good progress due to the help and support they receive in the classrooms. The school is on course to achieve its current targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and work hard in the classroom. They are interested in the work planned for them and concentrate well.
Behaviour, in and out of classrooms	Good. Pupils understand the school's high expectations of good behaviour and respond well.
Personal development and relationships	Pupils' personal development is very good. Pupils respect the feelings of others and accept responsibilities very readily but most pupils need to become more independent. Relationships within the school are very good.
Attendance	Satisfactory. Authorised and unauthorised absences have improved since the last inspection and are now at the national average.

Pupils are thoughtful towards others and know clearly what is right. They have very good attitudes towards learning and work well in small groups, sharing, taking turns and supporting each other. Pupils very readily

take on the responsibility of membership of the school council or Eco Council. Bullying is very rare and pupils and parents are confident that any incidents will be dealt with quickly and effectively. Attendance rates have improved since the last inspection when they were a cause for concern.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Good	Good

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

The quality of teaching is good. Teachers have good subject knowledge in the main areas of the curriculum and this contributes greatly towards the pupils' good learning. The teaching of literacy and numeracy is good enabling pupils to acquire basic skills in a systematic way. The teaching of children in the reception classes is very good and children get a first-rate start to their education. The good teaching in the rest of the school contributes significantly to pupils' good achievements and to the good attitudes they have to their work. Teachers set specific goals for pupils and their progress results from careful planning of lessons so that the needs of pupils with differing levels of attainment are met in English and mathematics lessons but not so consistently in science lessons. This ensures that pupils are interested and concentrate well because the work is at the right level. Teachers assess pupils' reading and writing attainments and the progress they are making in these areas of learning very regularly. This enables lessons to contain activities that meet the needs of the pupils. Teachers have very good relationships with pupils and manage their behaviour very well during lessons. This results in good concentration and interest in the work planned, especially when teachers show a real enthusiasm for the subject. Pupils for whom English is an additional language make good progress because they are usually well supported in learning the vocabulary of different subjects. Weaknesses in teaching were found when teachers spoke to the class for too long creating restlessness, lack of concentration and boredom. In other instances the subject knowledge of the teacher was lacking, particularly in science lessons, and pupils were sometimes misinformed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The quality of the curriculum for English, mathematics and science is very good but the time allocated to other subjects is restricted.
Provision for pupils with special educational needs	Good. Pupils have good individual education plans that are regularly reviewed. Support provided for them is good whether it is in the classroom or when they are withdrawn for work in small groups.
Provision for pupils with English as an additional language	Good. Pupils' language needs are identified effectively and tackled consistently well. Ethnic Minorities Achievement Service teachers work closely with class teachers and support a large number of pupils at an early stage of English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is very good scheme of work to develop pupils personally in terms of living safely and in a confident manner. The provisions for pupils' moral, social and cultural development are very good and provision for pupils' spiritual development is good.
How well the school cares for its pupils	Good. Child protection procedures are securely in place and there is an effective health and safety policy. Procedures for monitoring pupils' progress are good overall. The information arising from monitoring is used to improve pupils' attainments and also develop the school's provision.

The school has established a well run school council and an eco-council both of which are very effective in providing experience of democracy and in caring for the environment. The range of activities offered to pupils outside of their lesson time is very good and caters for a variety of interests and ages. Parents are very supportive of the school and there are good links between the school and its parents. Procedures for

assessing and monitoring pupils' attainments and progress are very good in English and mathematics, appropriate in science and geography but less so in other subjects. The way the school monitors pupils' attendance is also very good. Registers are monitored daily and each month to identify any patterns of lateness or absence so that any problems can be subsequently followed up.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Excellent. The head teacher has a clear idea of the direction the school should take. Changes to the way the school works have been managed in a highly effective manner and as a result pupils' standards in English, mathematics and science have risen over the past few years.
How well the governors fulfil their responsibilities	Good. Governors monitor the school's standards, provision and safety of the school effectively. They know the strengths and weaknesses of the school and perform their duties well.
The school's evaluation of its performance	Very good. The school evaluates and analyses its performance thoroughly. Challenging targets are set for individual pupils and classes as a result of the evaluations.
The strategic use of resources	Good. The budget is used wisely and initiatives on the school development plan are linked closely to it. Teachers and education support workers link closely together and this has a positive impact on pupils' progress.

There are sufficient class teachers and support teachers who are experienced and dedicated to enable the pupils to make good progress in their learning of the National Curriculum. The members of the education support team work hard to enable pupils to make good progress in their learning. The school's accommodation is satisfactory. The accommodation includes a good computer suite that pupils use well to improve their skills in ICT but there is no school library for pupils to use. The quality and range of learning resources are also satisfactory. The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school; • The quality of teaching is good; • They feel comfortable about approaching the school with a problem; • The school is well led and managed; • Children make good progress in school; • The school helps children to become mature and responsible; • There is an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • The amount of homework that children receive.

The inspection team agree with all of the above positive views of the parents. The team disagrees with parents' views on the concerns, of a few parents, about the amount of homework provided for pupils. The school is sensitive to the fact that Moslem pupils attend Islamic classes after school has finished which last from two to three hours. Homework linked with a number of subjects is provided every Friday for pupils to complete over the weekend. The amount of homework that pupils receive at this time is the same volume that they would have received had it been provided on different weekdays and similar to that set in most primary schools. In addition, homework is closely linked with the work that pupils have been carrying out during lessons and is beneficial to their progress in learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to one of the two reception classes assessments of their attainments show that they are very low compared to children of a similar age. In addition, nearly three quarters of the pupils attending the school speak English as an additional language with almost a tenth of these being at an early stage of acquisition. Furthermore, the school has a comparatively high proportion of pupils leaving or being newly admitted to the school every year. Despite these difficulties the school enables pupils to achieve well and make good progress in their learning.
2. The Reception class teachers' initial assessments of children's learning are used effectively to ensure that their needs are met during lessons. As a result of very good teaching children make good progress and markedly improve their attainment although it still remains well below most schools by the time they reach the end of their reception year. The children's progress and very good attitudes to their work are helped by the support and caring relationships from class teachers, classroom assistants and teachers who support English as an additional language. By the time children are ready to start Year 1 children have made good progress in developing personal, social and emotional as well as physical skills.
3. The school's results in the annual national tests for the school's seven year olds in 2002 were well below average for reading, writing and mathematics. However, when these results are compared with similar schools they are average in all three areas. Pupils' present standards are on course to meet with national expectations in reading and below average in writing and mathematics. This represents good achievement because pupils' standards have improved since last year. When compared with the school's test results just before the last inspection the latest results indicate an improvement in standards in all three curriculum areas. The school's 2002 test results for its eleven year olds showed that standards were well below average in English and science and average in mathematics but compared to similar schools they were average in English and science and well above average in mathematics. Present standards for this age group show that last year's very good improvements in mathematics have been maintained and that standards in English and science have improved to below average.
4. The head teacher and, in particular, the mathematics co-ordinator have introduced a number of strategies that have improved pupils' attainments. These include an improvement in the quality of teaching and learning through careful and regular monitoring. These improvements have produced a consistent and coherent structure. Teachers plan together very effectively and ensure that the activities challenge pupils of all abilities. Similar initiatives have also been introduced in English and science. Assessments for each year group are thorough; co-ordinators and class teachers look closely at each pupil's ability and background to make sure any problems in learning are being overcome. Information and communication technology is now used effectively in these subjects. In addition, an individual learning programme for mathematics raises the attainments of all pupils who use it.
5. The standards of achievements of most pupils with English as an additional language (EAL) are good and are generally in line with their indigenous peers. The school's national test results in 2002 show clearly that EAL pupils' attainments have continued to improve over the past four years in reading and mathematics. This is partly due to the good support from EAL teachers and the range of teaching methods used by the majority of class teachers that effectively support pupils in coping with the language demands of English. Opportunities are also afforded for developing their skills in English language in different subjects. In lessons, where class teachers' planning takes account of pupils' needs, and the tasks are well matched to these, they make good progress.

6. The inspection findings show that pupils' attainments in speaking are below average for seven and eleven year olds in relation to what is expected for their ages. However, the school's hard work spent in improving pupils' reading attainments has been successful and both seven year old and eleven year old pupils read competently and have reached levels that are average for their respective ages. Infant pupils use their knowledge of letter sounds to decipher words and read with understanding. Eleven year old pupils also read satisfactorily and can locate specific information successfully using a library. Infant pupils make good progress at writing in complete sentences with most using capital letters and full stops correctly. There has been a successful focus on improving pupils' standard of spelling. Eleven year old pupils write at length and higher attaining pupils write successfully with a specific audience in mind. Their writing is generally advanced for their age and they express their ideas fluently. Pupils are not given sufficient opportunities to practise writing in other subjects such as history, geography, religious education or science and this delays their progress in writing.
7. Pupils' attainment in mathematics is below average at the age of seven but is average by the time they reach the age of eleven. Standards have risen considerably since the last inspection when national test results showed they were well below average for both of the above age groups. Teachers plan work for pupils according to the needs of three ability groups and enable almost all pupils to make good progress. Most seven year olds are secure with adding and subtraction with numbers up to ten but many make mistakes when they work with numbers to 20. Eleven year olds cope well with negative numbers and calculating percentages of sums of money. They understand the equivalence of fractions and calculate accurately the perimeters and areas of shapes.
8. Attainments in science are below average for seven and eleven year old pupils. These are improvements over last year's test results, which were well below average for both age groups. Current attainment of the school's eleven year olds is also better than the national test results following the last inspection. Infant pupils' knowledge and understanding of plants and animals is satisfactory but their work on physical processes and materials is below the level expected. Junior pupils have a sound understanding of how to carry out a fair scientific test. Their knowledge of plants and the functions of their various parts is satisfactory but whilst their understanding of other aspects of science is improving year by year it has not yet reached an average level.
9. Pupils' knowledge, skills and understanding of information and communication technology (ICT) is at the level expected nationally for seven year olds but below the level for eleven year olds. Year 6 pupils are below the nationally expected level because they have not yet had time to catch up with what they missed before the computer suite had been installed. The deficiencies are being addressed by the school and there is strong evidence that the present pupils in Year 5 will achieve what is expected by the time they leave the school. Infant pupils can use a keyboard to type simple texts and are able to represent information pictorially using ICT and additionally can program a movable toy to move along a pre-determined route. Junior pupils use word processing facilities competently, use the Internet to find information and control the sequence of traffic lights by writing commands.
10. By the age of seven pupils' attainments meet the level set out in the locally agreed syllabus for religious education. Attainments of the school's eleven year olds are below the expectations of the agreed syllabus. By the end of Year 2 pupils have a sound knowledge for their age of the places of worship associated with a range of different religions together with a satisfactory knowledge of the special books linked with these. They know the celebrations connected with different festivals including Christmas and Eid. Year 6 pupils are not provided with sufficient opportunities to write about their thoughts and ideas and this makes it difficult to consolidate their learning on occasions later in the school year and a result they make progress that is not as good as it might be.
11. Junior and infant pupils' attainments were satisfactory in physical education and geography. In all other subjects, including art and design, history, design and technology information and

communication technology and music attainments of infant pupils were satisfactory but junior pupils' attainments were below the levels expected nationally. This below average attainment is largely due to concentration on the teaching and learning of English and mathematics that has limited the time spent on a range of other subjects. The school is beginning to reap the rewards of the focus on English and mathematics and it is well placed to improve attainments in the above subjects.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to learning, relationships and personal development are very good, an improvement on the findings of the last inspection because pupils did not often co-operate well together and opportunities for taking on responsibility were not offered to pupils. Behaviour continues to be good. Parents feel very strongly that behaviour and attitudes are good.
13. In its mission statement, the school aims to encourage pupils to act responsibly, display initiative and be considerate to others, developing skills and values which promote self-esteem and confidence. Pupils' attitudes reflect the school's aims very well. They are keen to come to school and punctuality is good for the great majority of pupils, although a small number of families have problems with timekeeping. Pupils are thoughtful of others and know right from wrong. For example, in a whole school assembly, older pupils listened very patiently to Year 1 pupils' account of a visit to the local Nature in Art centre and applauded their efforts. All pupils are keen to take part in extra-curricular activities.
14. Their attitudes to learning are consistently very good. They show good interest in their lessons and concentrate well. For example, in a Reception Year mathematics lesson, children paid good attention and answered the teacher's questions readily. Pupils listen well to their teachers and are eager to contribute their ideas to discussions. For example in a Year 4 history lesson about Ancient Egypt, pupils watched a video with rapt attention and were very keen to put forward their ideas. Pupils are keen to do well and value their teachers' praise and encouragement. They work well together in groups, although they do not always show independence in their learning. Occasionally, when teachers' explanations are too long, pupils become restless and chatter unnecessarily. Generally, however, pupils' good levels of interest and motivation make a positive contribution to their progress.
15. The school functions well as an orderly community. Pupils are proud of their school. They know the rules well and feel they are treated fairly. They respond well to teachers' expectations of good behaviour and, as a result, behaviour is good in lessons, assemblies and at play and lunch times. Pupils move around the school in an orderly fashion. They are polite and friendly to visitors. Teachers offer very good examples of courtesy and fairness. The very good relationship between staff and pupils create busy and purposeful learning environments. Pupils are thoughtful of one another's feelings. There is good racial harmony. Pupils generally respect one another's beliefs, although in a Year 5 religious education lesson on Christian artefacts and ceremonies, some boys did not show a respectful attitude. Bullying is rare and pupils and parents are confident that it will be dealt with quickly and effectively.
16. Pupils' personal development is very good. There are many opportunities for them to take responsibility and these are taken seriously. Pupils value the rewards system, the school council, the Eco council and the house system. They understand the values of different cultures through art, music, religious education and geography.
17. Attendance rates were below average at the time of the last inspection and a cause for concern. Thanks to the efforts of the conscientious attendance officer and the Educational Welfare Officer, attendance rates have steadily risen and are now in line with national figures. Unauthorised absence is also now in line. The extended visits taken by some families to their home country have an impact on the overall attendance figures and affect the progress of the

pupils concerned. Registration takes place quickly and effectively and ensures a calm start to sessions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching and learning is good. Teaching is very good in the Foundation Stage and good in both infant and junior classes. Children make good progress in communication, language and literacy and in mathematics. Since the last inspection the quality of teaching has improved from satisfactory to good and teaching in the Foundation Stage has improved from good to very good. .
19. The Foundation Stage teachers have a very good knowledge about how young children learn and this enables lesson plans to provide relevant practical experiences. These build a very solid foundation for their present and future learning. The teachers provide very well planned activities for children that stimulate their interest and allow them to build knowledge, skills and understanding as a result. For example, children are helped to develop their mathematical thinking by engaging in a wide variety of activities to help them to recognise numbers, count, order, add, weigh, and use appropriate vocabulary. The class teachers and learning support assistants value children, the efforts they make and the responses they give. As a result children feel secure, gain confidence, enjoy their learning and are keen to succeed.
20. Pupils for whom English is an additional language (EAL) are supported well in their learning, including those pupils on initial stages of English language acquisition. Pupils are suitably assessed for their EAL needs, and good specialised support to meet their needs is allocated in blocks of time to each class or year group. Other pupils at an early stages of English language acquisition are supported effectively as part of the whole class by the class teachers. While a few higher attaining pupils pick up sufficient English quickly, for many average and below average pupils, the current rate of progress could be accelerated further if all the Ethnic Minorities Achievement Service (EMAS) staff work on individual achievement plans for the targeted pupils. However, some teachers are not fully aware of the full range of language needs of the identified pupils and do not make good use of interesting and appropriate resources for young learners. Conversely, teachers provide good general support and pupils' responses are suitably supported and extended. There are insufficient resources such as story props and tapes in different languages. The amount of time spent by EAL teachers in classes is often used in giving more specific, quality and well-planned support to targeted individuals. The quality of teaching as judged in lessons where more focused support was given, is mostly good. The EAL teachers keep good records of pupils' progress and work mainly in partnership with the class teachers.
21. As a result of good teaching pupils of all abilities achieve well during their time at the school and their attainments in English, mathematics and science have improved comparatively from the low level it was when they were admitted to the reception classes. Pupils' current work is close to the average in reading for both seven and eleven year olds and this has been achieved through carefully planned and managed guided reading sessions by class teachers. The head teacher also participates in leading guided reading groups of pupils. Taking into account the below average level of attainment when this particular group of Year 6 pupils were admitted to the school and the above provision, an impetus to improve standards has been achieved. Pupils' mathematical skills are average by the time they reach the age of eleven and this very good improvement has been achieved through a combination of good teaching, good support from classroom assistants and careful matching of the work planned to the needs of the pupils. Teaching of writing is also good and enables pupils to improve the quality of their work by learning about techniques such as alliteration, the use of conjunctions and choosing words to write persuasively. Science teaching is also good because pupils are taught about scientific ideas clearly and their learning is consolidated at a later stage. However, pupils' attainments in a number of other subjects are not as good as they could be because the amount of time allocated to teaching them is insufficient for pupils to make the progress they should. Literacy and mathematical skills learned in English and mathematics

lessons are not used sufficiently in other appropriate lessons to reinforce pupils' learning in these subjects.

22. The relationships between staff and pupils are very good. There is a sense of security in each of the classrooms that breeds a feeling of calm and care for everyone else in the room. Teachers manage pupils' behaviour well and as a result their response is to work hard and to increase their pace of working. Homework is used effectively to support pupils' learning in the classroom. Teachers have high expectations of most pupils, particularly average attaining pupils, and the work planned is challenging. There is a successful working relationship between teachers and classroom assistants that benefits pupils. Liaison between the two is rigorous. Classroom assistants support small groups of pupils in their learning and assess how well each one has understood the ideas introduced during the lesson. Teachers also assess pupils' attainments during the lessons and often take immediate action to improve pupils' work or help them to overcome specific difficulties. Marking of work is also good but is inconsistent across the school with some teachers providing written explanations of how to improve pupils' work whilst other teachers are satisfied with reading and ticking the work. The aims of the lessons are always shared with the class at the beginning of the lesson and this provides a sharp focus for pupils' learning because they know clearly what is expected of them. Teachers usually review what the pupils have learned during the lesson this provides a good clear link between consecutive lessons in the same subject because pupils are always reminded of this at the beginning of the next one.
23. However, there are a small number of aspects of teaching that could be improved in order to raise pupils' standards even higher. Sometimes, in their anxiety that pupils should be taught as much as possible, teachers spend too long talking to the class and as a result pupils become restless, lose concentration and become bored. This is not conducive to excitement in learning that will motivate pupils to want to make progress. During mathematics lessons some teachers do not use enough visual support for pupils' learning. For example, Year 4 pupils confused the terms perimeter and area because there was no visual representation or pupils were unable to visualise number patterns because they were not written on the class white board.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

24. Since the last inspection, several improvements have been made to what is taught at the school and how it is planned. The quality and range of learning opportunities are very good in the reception classes and build on the work of the Family Centre. The school is particularly effective in giving children, the opportunities to develop their basic literacy and numeracy skills in these classes. For Years 1 to 6, the school provides an interesting and relevant curriculum for its pupils with literacy and numeracy at its core. All areas of the statutory curriculum are in place including sex education, citizenship and drugs education. The locally agreed syllabus for religious education is also used as required.
25. Time allocated to different subjects includes more than average amounts for English and mathematics in order to raise standards. These two subjects take up over half of the timetable that is available for lessons. However, this feature has drawbacks in other respects. It means that what is available to other subjects is restricted, when compared with many other schools. Insufficient, planned opportunities are provided for using writing and number skills in other subjects. For example, only very little expressive writing about feelings and beliefs was found in pupils' religious education books and factual writing was limited in history. Similarly, little evidence was found to suggest that measurement and drawings of two-dimensional plans are focused in design and technology, so opportunities to reinforce mathematical understanding are missed.
26. The literacy and numeracy sessions themselves are well planned and used effectively to promote skills, and this is making an impact on pupils' learning and achievement. These

lessons extend to the use of classes to boost pupils' performances in National Curriculum tests. Good use of classes to improve pupils' reading, are also an important part of what is provided, as well as times that are set aside in all classes, to practise guided reading and spellings for writing. However, more planned opportunities are required for pupils to talk at length and thus improve their speaking skills in English.

27. There is a plan for all subjects except history which explains what is to be taught and when. An overall plan for the whole curriculum showing cross-curricular links with all subjects is not yet in place. New policies have been written and schemes of work introduced in all subjects for which these were judged to be ineffective at the last inspection. In most cases, these schemes are the relevant, nationally recommended guidelines. What is taught in most subjects is now sound and is helping to ensure that pupils achieve well.
28. The curriculum meets the needs of pupils in all different groups that attend. Efforts are made to ensure that all of them are included in what is offered. The overall quality of support from teachers and teaching assistants is good, ensuring that pupils know what to do to make good progress. Adaptations of planning, especially in the core subjects of English, mathematics and science, also make a good contribution to the requirements of boys and girls of different attainments, backgrounds and ethnicity. In the context of the large number of pupils who are learning English additionally, the provision for support in English as an additional language (EAL) is good. Pupils who are at an early stage of learning English and the new arrivals from overseas receive well organised, direct help to understand the complexity of language that the curriculum requires at their age. Work is often adapted to the needs of higher attaining pupils, especially in the core subjects of English, mathematics and science. As a result, several pupils in Year 6 are currently on course to attain at a level higher than that normally expected in this year's National Curriculum tests.
29. Very good provision for personal, social and health education is evident. A scheme of work has been established to combine the requirements of religious education and the personal, social and health education. This has helped to address many of the sensitivities about the teaching of religious education and also provided a strong framework for pupils' social, moral, spiritual and cultural development. Pupils are taught from an early age about healthy eating and care of their bodies, including education about the dangers of misusing drugs. Governors have agreed a policy on the teaching of sex education, which meets statutory requirements. A school council has been established to help pupils understand some of the democratic principles of good citizenship.
30. A very good range of activities outside lessons enhances the curriculum and caters for a range of interests, ages and aptitudes. For example, there are various sports opportunities and an increasing range of visiting performers. There is a breakfast club and family learning opportunities provided in the school and the Family Centre. The school's Futures Club has won a national award for innovative careers work. It has arranged exciting trips and invited a good range of visitors from the local community talking about various topics of interest. All after-school activities are well attended. There is 'out of hours' mathematics and reading for the pupils with EAL. These activities enrich pupils' experiences and greatly impact their overall achievements. Most provision is for pupils in older age groups. All clubs are open to both genders and reflect the school's emphasis on inclusiveness. Some opportunities also target particular groups, such as football for girls. A group of pupils has been identified who are expected to benefit from embarking on a Study Support course at Gloucester Rugby Club. Pupils from all backgrounds and ethnicity are represented in these groups.
31. The local and wider communities make a very good contribution to pupils' learning, as well as to their personal development. Regular visitors include road safety and fire prevention officers, as well as the community police officer. Good links have been established with the Asian Cricket Team. Many pupils show huge interest and talent in a variety of sports and benefit from participation in various tournaments organised throughout the year. The school is involved in many other local and national initiatives, including, for example, The Junior

Citizenship and the Book Launch of the history of Asian Families in Gloucester. Strong links are maintained with schools abroad and some teachers have visited a rural school in Sylhet and a school in Jamaica. The school's very good links with local nurseries and secondary schools are evident, helping to smooth pupils' transfers from and into different stages of their education. The school both supports and benefits from the placement of students on work experience, including those training to be teachers.

32. The overall quality of provision for personal development is very good, including good planning of arrangements for spiritual, moral and social development and very good opportunities for cultural development. Personal, social and emotional development is very well planned in the Reception classes. A strong emphasis is placed on sharing, working together and accepting differences between individuals as a positive feature of life. All elements of personal development are applied equally to all different groups, including boys and girls, pupils with special educational needs, those with speech and language difficulties and pupils from different ethnic backgrounds.
33. Provision made for pupils' spiritual development is good. Acts of collective worship are used to promote pupils' knowledge, awareness and respect for different religions. Believers in different faiths are invited to talk about their beliefs, providing expert knowledge in a climate of respect. A recent visitor was from the Islamic tradition talking to pupils about the Qu'ran. Opportunities for pupils to reflect on the wonders of the created world are provided in some lessons, including science and information communication technology, although there is a potential to extend this. When pupils display excitement, teachers are sufficiently confident not to suppress it, but to ask pupils to explain what they feel and why. Teachers and classroom assistants alike are good at promoting pupils' self-esteem, praising pupils for contributions to each other's learning that they are able to make. Assemblies provide a suitable setting for pupils to reflect on their own and others' lives. For example, the idea of people who help in supplying food for others to eat, was effectively explored in one of the assemblies. The head teacher in this assembly immediately held pupils' attention by producing a cuddly bee from a plastic bag and asked, 'Who likes honey?' thus engaging the pupils in something they enjoy. Stories and talks in assemblies are interesting, and pupils are given suitable opportunities for reflection or a spiritual thought.
34. The provision for pupils' moral development is very good. Clear distinctions between acceptable and unacceptable behaviour are made and pupils are well aware of the school's and their class's rules and are taught differences between right and wrong. Pupils are encouraged to show self-discipline and to stand up for what they believe to be right. Lessons in personal education are used well to help pupils with emotional problems, assisting them to manage anger and similar emotions. Time is set aside for pupils to sit in a circle to discuss bullying and other issues that might affect them personally. Achievement assemblies are held each week in which all staff have opportunities to reward pupils for good behaviour.
35. Provision for social development is very good. It is enhanced by very good relationships between staff and pupils. Planned opportunities are provided in many subjects for pupils to co-operate in pairs and groups and to collaborate on tasks. In all classes, pupils are encouraged to undertake routines that promote the smooth running of the school and to develop responsibility for themselves and each other. Good opportunities are provided for older pupils in Year 5 and 6 to take extra responsibility; for example, helping at lunch times or preparing the hall for school assemblies. A school council has been formed and pupils are very actively engaged in activities related to improving the playground environment etc. Very good opportunities to think of others in less fortunate countries than the United Kingdom are arranged through charities and charitable giving.
36. Cultural arrangements are very good. Cultural diversity is promoted as a positive advantage, so it enhances the cultural awareness of all pupils. Together with the use made of the richness of what is available in Gloucester, it results in very good provision. From the youngest age groups on, displays are used to good effect. For example, the display of own

stories about the children's families and where they originated, celebrates the diverse mix of ethnicity. Throughout the school, writing in other languages and alphabets is displayed prominently as proof of the value and importance of all humanity. The school does not have a library and the stock of books is limited for dual language text and stories from all over the world. Important religious festivals of major world faiths are celebrated as they arise in assemblies. Cultural awareness is raised through links with Rangoli and Mehndi patterns in mathematics and the use of shadow puppets by a parent. Pupils' study of the work of famous artists such as Van Gogh, and looking at different styles from around the world, or listening to music from different cultures and sing and perform in different styles, is limited. Regular visits from theatre groups perform for pupils of all ages. Teachers make very good use of museums and local places of interest, and arrange regular visits.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school is a caring community, which has a warm and friendly atmosphere. The care provided for pupils has improved since the last inspection. Child protection procedures are now securely in place and all staff receive training each year. The Special Needs Co-ordinator and the head teacher have been recently trained. The school has adopted local authority guidelines. Links with social services are satisfactory.
38. The school has an effective health and safety policy. All teaching and some members of the support staff have recently received first aid training. Arrangements for dealing with pupils' medical conditions and for pupils who become ill during the school day are effective. Accident books are properly kept and risk assessments are undertaken regularly. Fire and electrical equipment is checked annually. Fire drills take place regularly and are logged appropriately. There is good safety practice in design and technology, physical education and science. Supervision at play times is satisfactory.
39. Pupils understand that good behaviour is expected of them because school rules are displayed prominently. Behaviour management procedures are very effective. Pupils value the achievement awards and assemblies. Class teachers praise pupils for good behaviour and hard work and award stars to individual pupils, which build towards a trip for the class. Younger pupils are awarded Golden Time. Sanctions include loss of Golden Time for younger pupils and the Turnaround system for pupils in the junior classes.
40. The Peer Mediation scheme for pupils in Years 5 and 6 has proved very successful in promoting good behaviour, as well as helping older pupils to become responsible. The newly-formed School Council and class councils have been very successful in enabling pupils to have a real feeling of responsibility and have discussed issues such as playground litter, school dinners and school rules. There are many good opportunities throughout the school for pupils to take responsibility, such as paired reading. Procedures for monitoring pupils' personal development are informal but effective, through class notes, teachers' personal knowledge and annual reports.
41. Procedures for monitoring attendance are now very good. Registers are now consistently completed. A late register is kept and letters sent to the families of persistent late-comers. The Educational Welfare Officer visits the school each week. The Attendance officer monitors the registers each day and monthly for patterns of lateness or absence. Pupils who do not arrive at school are telephoned on the first day of absence.
42. Overall, procedures for monitoring and supporting pupils' academic progress are good. In English and mathematics they are very good. This is a great improvement since the last inspection when the inconsistent application of the school's assessment policy was judged to be a weakness. Currently, appropriate assessment procedures are used in science and geography. Those for all other subjects are still under-developed. Children are assessed at both the beginning and the end of the Reception year. Using the results, teachers not only match educational experiences to children's individual needs but also gauge the progress

they make over their first year in school. In addition, the results are helpful in highlighting where specialist help needs to be sought at an early stage. Initial assessment is followed by national tests at the end of Years 2 and 6 and published tests in Years 3, 4 and 5. The results of all these tests are carefully collected and the data put into a graph form. This clearly shows the attainment of each year group as it passes through the school and is invaluable in setting school targets for English and mathematics at the end of Year 6. The information gathered is used very effectively to pinpoint areas of the curriculum that need additional emphasis, for example improvement in boys' writing skills. It is analysed well to see if there are any differences in the way that boys and girls, or ethnic groups, perform so that findings can be addressed in future planning.

43. The use of information arriving from analyses and assessments is good. Detailed information about the attainment and progress made by individual pupils in English and mathematics is passed on from year to year. This allows class teachers to put pupils quickly into appropriate groups and to set work matched to their attainment. Over time, this information gives an indication of how well each pupil is doing as compared to earlier achievement. It alerts teachers to the need to seek reasons for any lack of on-going progress. The EAL teachers carefully analyse the language demands of the curriculum for targeted pupils, and good support is also given in other subjects as appropriate, particularly in developing the new subject related vocabulary. Individual needs including special needs are adequately met. A clear distinction is made between pupils with EAL and those with SEN. The school is committed to the inclusion and integration of pupils with EAL needs in all school activities.
44. Individual pupils are set readily visible literacy and numeracy targets, which are regularly reviewed. The targets are clear and achievable and are expressed in language which pupils understand. The school plans to develop opportunities for pupils to carry out an even wider self-evaluation of their own work. Core subject leaders play a strong role in managing assessment and in monitoring the results of planning, teaching and learning in their curriculum areas.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents who responded to the questionnaire and attended the meeting were very supportive of the school and all that it does for their children. In a good response, nearly all parents were pleased with the quality of the teaching and leadership. Most felt that members of staff were very approachable. A high proportion felt that their children were making good progress, that behaviour was good and that the school helped their children to become mature and responsible. They felt well informed about their children's progress and felt that the school worked closely with them. The only area in which there was some dissatisfaction was in the quantity of homework.
46. The findings of the inspection support the parents' positive views. Homework guidelines are given in the prospectus. Because of the religious commitments of many pupils, homework is mainly given for weekends, rather than during the week. Reading diaries and homework diaries for year 6 are used consistently.
47. The school has good links with parents, as it had at the time of the last inspection. The information it provides for them is satisfactory. The prospectus and governors' annual report to parents are clearly written and presented in a readable style. Advance information on the term's curriculum is displayed on classroom doors, although it is not yet sent to parents of all pupils. Parents would appreciate this to enable them to help their children with their learning. Newsletters are frequent and friendly in tone and include a calendar. The home/school agreement has been signed by most parents.
48. Parents are kept well informed about their children's progress. Homework diaries in Year 6 and reading diaries are used well as a means of dialogue between home and school. Reports are satisfactory: they offer targets for improvement and helpful information on progress, but

do not give pupils or parents the opportunity to comment. An appropriate number of consultation meetings is held each year and parents feel that teachers are always willing to talk to them informally about their children's progress. The school regularly holds workshops for parents on a variety of issues. The SHARE scheme has been running successfully for some years and a good number of parents take part.

49. Parent governors are active members of the governing body. A good number of parents help in school on a regular basis and more on trips and visits. The Friends association no longer exists.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the head teacher and key members of staff are excellent. The head teacher has led necessary and difficult changes in the school's approach to education and development in an outstanding manner. The decision to focus largely and initially on improving standards in literacy and numeracy throughout the school has been proved sensible by the year on year improvements in pupils' attainments.
51. Progress following the previous inspection was initially very limited until the present head teacher was appointed in January 2001. In April 2002 the local authority recognised clearly that the school had made substantial progress and improvement in standards during the 15 months since the appointment of the head teacher.
52. When the present head teacher was appointed the school was at a very low ebb. Staff confidence was low, systems had to be introduced and the quality of teaching needed to be improved without destroying confidence completely. At that time few teachers planned lessons, pupils' attainments were not sufficiently assessed and their progress was not tracked.
53. The first step was for the head teacher and governors to initiate discussions with the staff with a view to making changes that would improve the work of the school. A clear vision statement that all staff agreed with was drawn up and a set of well thought out aims for its work was decided upon. This step enabled staff to see the direction in which the school needed to go so that they could understand clearly the steps that needed to be taken. Classroom teaching was monitored by the head teacher and was assisted well by local authority inspectors. In addition, the head teacher supported work in the classroom to improve teaching strategies. Frank discussions on the quality of teaching resulted and robust action was taken where necessary. The major focus of improvement was mathematics. Year 6 pupils were sensibly grouped by their levels of mathematical attainment and booster groups were introduced so that pupils who needed an 'extra push' could receive it. The National Numeracy and Literacy Strategies were introduced and were embraced readily by the teachers. New and much improved resources for teaching mathematics were purchased and the use of information and communication technology (ICT) was introduced and targeted for pupils who were close to the level expected for eleven year olds. These pupils were supported in their use of ICT for learning individual aspects of mathematics during the mornings before school began. All these initiatives resulted in quick and dramatic improvements in pupils' attainments in mathematics and enabled standards to rise from being in the lowest five per cent in the country to a level close to the national average. All of these initial steps showed excellent leadership in difficult circumstances.
54. The school is also managed outstandingly well. The above strategies for improving mathematics were highly successful. Every teacher produces a personal action plan linked with their own performance, which feeds into the performance management process and into further self analysis. The head teacher personally monitors the attainment of every pupil and enters the data into a computer. This is used to analyse regularly attainment against ethnicity and by gender. Under achieving pupils are also cross checked with their attendance record. Such procedures help to keep the school alert to any trends that might need to be addressed. For example, members of staff were aware that its pupils of Afro-Caribbean descent might be

under-achieving and these are monitored very regularly to ensure that they are not following the national trend. Communication between the head teacher and staff is very good. Regular staff meetings were introduced soon after the head teacher was appointed and these concentrated largely on developing the curriculum. The school has an on-going self-evaluation folder containing comprehensive details and data about the school's performance as well as targets and evaluations. This has enabled the school to improve its standards and thereby benefit the pupils.

55. The school's self-evaluation process is very carefully managed and is very detailed. It starts at the beginning of each school year with the English, mathematics and science co-ordinators informing the staff about the results of analyses of the school's results and pupils' answers in the annual national tests leading to decisions on the priorities for the coming year. Every class teacher is subsequently provided with a list of the priorities and attainment predictions for each pupil in the class. These are based on initial attainments when they were first admitted to the school, an analysis of their up-to-date progress, information about their performance in the latest interim National Curriculum test and a comparison of the class performance compared to a national sample. As a result of this information class teachers each produce action plans to ensure that the pupils in their class reach an optimum attainment level by the end of the school year. The school's improvements in standards have been recognised by the Department of Education and Science and it has been awarded National Curriculum Achievement Awards for the past two years.
56. Most members of the governing body are very committed to the school. They monitor the curriculum and the school's annual test results and are involved in formulating the school improvement plan. They are fully aware of the school's strengths and weaknesses and are involved in regular discussions about improvements to the work of the school. The members of the governors' premises, health and safety committee make regular tours of the school site to make a careful risk assessment of potential safety hazards and possible dangers before making a list of the priorities. The finance committee regularly monitors the school budget to ensure that the school's expenditure is within the spending limits. However, there are several newly appointed governors and there are still a number of vacancies but overall the governing body performs its duties effectively.
57. The school approached parents with questionnaires on their views about developments that might be beneficial. For example, parents identified the school environment as a minor issue and the school has responded by employing a person to pick up wind born litter every morning. In addition, pupils' responses to their questionnaire were very positive about the expectation about working hard, doing their best and safety during break times but criticised the cleanliness and tidiness of the school. The response from the school was to mend the roof of an outbuilding, arrange for the building to be decorated more frequently, provide new curtains in the hall and ensure that rooms were tidier. Whenever possible, the school ensures that decisions on purchases are made with best value in mind. The pupils' eco committee has begun to read the fuel meters on the first day of every month. For these reasons the school follows the principles of best value for money very well.
58. Members of staff are now very committed to working as a team. They support each other well and share successful ideas that enable pupils to learn more effectively. They work hard to ensure that pupils' attainments are continually improving and use the same processes as all other members of staff for planning, recording and assessing pupils' progress on a consistent basis. Regular discussions on developing the curriculum have ensured their capacity to succeed in improving the school even further is similarly very high indeed.
59. The Ethnic Minorities Achievement Service (EMAS) co-ordinator is very new to the school but is becoming aware of the need to raise the profile even further of the support of pupils for whom English is an additional language. The special educational needs co-ordinator carries out monitoring and evaluation of pupils' progress and is a member of the senior management team. Support from outside agencies is managed well and the helpful and supportive governor

who has responsibility to oversee special needs provision is in regular contact with the co-ordinator. The special needs support workers meet regularly with the co-ordinator to discuss individual pupils.

60. There is an appropriate number of suitably qualified and experienced teachers and support staff. The school financial and administrative officers provide a very good service. The school caretaker works effectively to maintain the school premises in a clean condition. The support assistants in the classroom are skilled and experienced and work closely and effectively with the class teachers.
61. The school's accommodation is sound. Teachers make their classrooms interesting and enjoyable for pupils by means of attractive displays. These motivate pupils and help to establish a positive ethos for learning. The quality and range of learning resources are satisfactory but in some subjects, such as art and design, music and design and technology, these need improving. The kiln does not work preventing pupils from acquiring experiences of making fired clay items during art and design lessons. There are a suitable number of computers and range of software and this is set to increase. Resources in the Foundation Stage are very good. They are well chosen to support all aspects of children' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise standards further and ensure good progress for all pupils the head teacher, staff and governors should:

Improve junior pupils' attainments in design and technology, art and design, music, religious education, history and information and communication technology by:

- increasing the amount of time allocated to these subjects; (11), (25), (102), (107), (118), (132), (148)
- introducing assessment procedures where they are not in operation; ((42), (104), (111), (148)
- extending the role of the curriculum co-ordinator to include monitoring of pupils' attainment and progress; (111), (118), (123), (133), (148)
- providing opportunities in subjects across the curriculum for pupils to write in a variety of genres, to use the skills they have learned in information and communication technology lessons in a wider range of subjects and to speak at length in as many situations as possible; (25), (26), (103), (110), (146), (148)
- improving the range of resources for learning in these subjects;
- improving teachers' expertise and subject knowledge in these subjects as well as raising their expectations of what pupils can do. (108) (132)

Minor issues

- Ensure that teachers in all infant and junior classes plan work that meets the needs of the pupils in all science lessons. (95)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	20	27	22	0	0	0
Percentage	0	29	39	32	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	378
Number of full-time pupils known to be eligible for free school meals	117

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	284

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence	%
School data	6.4
National comparative data	5.4

Unauthorised absence	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	24	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	11
	Girls	19	21	20
	Total	27	31	31
Percentage of pupils at NC level 2 or above	School	69 (70)	79 (86)	79 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	9
	Girls	20	20	21
	Total	28	30	30
Percentage of pupils at NC level 2 or above	School	72 (82)	77 (88)	77 (84)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	26	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	19	25
	Girls	23	23	20
	Total	37	42	45
Percentage of pupils at NC level 4 or above	School	64 (66)	72 (50)	78 (64)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	22
	Girls	22	20	21
	Total	37	37	43
Percentage of pupils at NC level 4 or above	School	65 (47)	65 (60)	77 (50)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	65	0	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	33	0	0
Mixed – White and Black African	7	0	0
Mixed – White and Asian	20	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	143	0	0
Asian or Asian British - Pakistani	17	0	0
Asian or Asian British – Bangladeshi	33	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	23	4	1
Black or Black British – African	8	0	0
Black or Black British – any other Black background	3	0	0
Chinese	0	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	18.9
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	238

Financial information

Financial year	2002
	£
Total income	1,106,254
Total expenditure	1,095,094
Expenditure per pupil	2,960
Balance brought forward from previous year	34,655
Balance carried forward to next year	11,160

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	378
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	23	4	0	0
My child is making good progress in school.	69	28	1	1	1
Behaviour in the school is good.	58	33	6	0	3
My child gets the right amount of work to do at home.	51	28	14	5	2
The teaching is good.	67	27	2	1	3
I am kept well informed about how my child is getting on.	59	32	5	1	3
I would feel comfortable about approaching the school with questions or a problem.	71	23	3	1	2
The school expects my child to work hard and achieve his or her best.	68	23	6	1	2
The school works closely with parents.	55	35	7	1	2
The school is well led and managed.	64	25	3	1	7
The school is helping my child become mature and responsible.	66	32	0	1	1
The school provides an interesting range of activities outside lessons.	47	41	3	1	8

Figures may not equate to 100% due to 'rounding up'

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Children enter school in the September of their fifth birthday year. They are admitted into one of the two Reception classes, where they are eased skilfully into full-time, school life. Their ages and stages of development are given sensitive consideration. At the time of the inspection 60 children were in the two reception classes. The school's induction process, run by the two Reception class teachers together with the staff from the Family Centre is very effective in providing children and their parents with a smooth and pleasant start to school life. From the beginning, the school nurtures good relationships with the parents. The Sure Start provision enables worthwhile courses to be organised and run by staff, providing parents with useful guidance on how to help their children in a variety of curricular areas. For example sessions on language, literacy and mathematics are undertaken. As well as that, classes on learning English as an additional language are offered to parents. Such very good provision enables parents to help their children advantageously and has a positive impact upon standards.
64. There has been a good level of improvement in the provision for children in the foundation stage since the previous inspection. There are three vital reasons for this. Firstly and significantly, teaching is consistently very good. Secondly, and linking to the quality of teaching, a rich curriculum is planned offering children valuable opportunities and activities both indoors and out, to nurture and develop their skills well, across all of the required areas of learning. Thirdly and as already touched upon above, the Sure Start provision benefits the school community greatly, adding to the quality of learning significantly. For example, teachers show parents how to help their children through play.
65. Significant strengths of teaching include teachers' knowledge of how young children learn and the way they use this knowledge to plan very well structured and balanced experiences for the children. Teachers' assessment findings about children's learning are also used very well to match provision to children's needs. However, at times exceptionally effective practice by the two reception class teachers is not shared with each other for the benefit of the children. Therefore, although both teachers have very good practice, a greater sharing of expertise, for example in assessment procedures and methodology of teaching children writing skills would be very advantageous in the furtherance of children's learning. Continuing on a positive note, class teachers together with classroom assistants, and teachers who support English as an additional language form very good caring relationships with the children who in turn have very good attitudes towards work. Activities and tasks to consolidate the direct teaching focus are also highly structured and supervised. Classroom assistants play an especially important role in helping children in all areas of learning. Children's work is displayed in the classrooms and in the shared area creating a vibrant and inviting learning environment while at the same time raising children's self-esteem.
66. As a result of this very good teaching, children make good progress overall, and raise their very low entry level considerably by the end of the Reception year. However, they have such a long learning journey to travel from their attainment level at the point of entry that it is not possible for them to attain the expected levels overall by the end of the Reception year. Standards of attainment by that time are well-below national expectations in communication, language and literacy. They are also well below the level expected nationally in mathematical development. Children's attainment in creative development as well as in knowledge and understanding of the world is below the level expected nationally. However, in developing personal, social, emotional and physical skills children make very good progress and attain standards equal to the expectations.

Personal, social and emotional development

67. Children's personal, social and emotional development is given very high priority, which enables them to make very good progress and attain the expected level in this area of learning. The quality of teaching is very good. Teachers and learning support assistants value children, the efforts they make and the responses they give. As a result children feel secure, gain confidence, enjoy their learning and are keen to succeed. They relate well to each other as they work and play. They show good self-control in using large and small equipment such as the large building kits or small scissors, working with care and safety. They dress and undress for physical education lessons with just a little help: self-care is nurtured to good effect. They wash their hands before snack and lunch times and say 'Thank you', as snacks are handed round. At all times children strive to obey the Classroom Rules. For example they respond readily when music is played to signal the end of lessons, by beginning to tidy up. A respectful sense of community is fostered when teachers and children sit in a circle and talk about nice things, which happened to them this week. Children say, 'We played at who could make the biggest grass castle', and 'My friend played with me'. The Achievement Assembly every Friday is good at giving children a sense of belonging to and working hard for the school community. Children learn to respect people with different beliefs and customs through acting out such happy celebrations as Christian, Muslim and Hindu weddings. They dress up and greatly enjoy the experiences.

Communication, language and literacy

68. The quality of teaching is very good. Skills are promoted adeptly. All of the tasks and activities are highly focused. Besides the class teachers, teachers who support English as a second language and classroom assistants give valuable help in promoting early skills. Members of staff patiently ensure that all children understand what is being said. Children are given a wealth of opportunities to speak and listen. In building a class story together they offer their contributions readily. When sharing a book they eagerly talk about the pictures. At the end of lessons children use their rapidly expanding understanding of English to tell the class about their work. Such opportunities and many others enable children to make good progress. They make themselves understood well by using nouns and part sentences. This is a great achievement, since, for a large majority of the children English is their second language.
69. In building reading skills, they grasp phonic skills well. Frequent activities to prompt this are exciting. Children guess what food items, beginning with the blend 'ch', the classroom puppet has bought at the supermarket, by listening to the class teacher's descriptions before the items are taken out of the shopping bag for them to see. They listen very carefully and are delighted when they guess correctly. Another regularly practised and enjoyable strategy is that of asking children to listen for the sound which either starts or ends their name. Upon recognising it they may line up, or begin an activity. Children enjoy sharing books, in a group, with an adult. They are beginning to know that print is read from left to right and that words carry meaning. They are becoming familiar with book vocabulary such as speech bubble. A small number of higher attaining children read a few simple sentences accurately, from early reading books such as 'The See-Saw'. Every day they take reading books home to share with their parents.
70. Writing skills are fostered very well. After speaking about the story of Jack and the Beanstalk, children make up their own version of the story. They are encouraged by their teachers to be creative. Very good use is made of resources such as picture / letter cards and questioning skills to prompt imaginations. Learning is built upon very well through the class teachers' valuable assessment information. Children with special needs have individual plans to ensure that their specific needs are catered for. As a result they make good progress and achieve well. Children hold their pencils properly and represent their stories by drawing and writing long strings of letters. Very few spaces are inserted to form words. A small number of higher attaining pupils write a few simple sentences accurately. A good variety of games and computer programs allow children to practise and improve their skills of reading and writing

usefully. By the end of the reception year attainment is well below that expected for this age group, but progress is good.

Mathematical development

71. Likewise in developing mathematics, the quality of teaching is very good. Children engage in a wide variety of activities to help them to recognise numbers, count, order, add, weigh, and use mathematical vocabulary. Resources such as the hundred number square and flash cards showing numbers to 20 are used very well in classroom activities. Imaginative and excellent use is made of the seesaw in the nearby play-park where children see clearly the meaning of heavier and lighter. Teachers are patient and encouraging and ever mindful that many of the children have English as a second language. They prompt thinking by asking questions to suit the different ability groups. They use methods of reinforcement and afford enough time for children to practise and consolidate their understanding. As a result children make good progress but because of their low starting point, attain well below the expected level by the end of the Reception year. They know the number names and count objects to 10. They know which number comes between 2 and 4, and 7 and 9. A small number of higher attaining pupils add numbers within 12 recording their findings horizontally. A large number of children write the numerals back to front.

Knowledge and understanding of the world

72. Teaching is very good enabling children to make good progress and attain standards just below those expected by the end of the Reception year. The recently completed outdoor area provides study and play facilities, which add significantly to children's learning. They collect mini beasts in the little garden and observe them closely. They make miniature gardens from grass, twigs, bark and flowers collected there. They observe frog spawn and see the tadpoles emerge. They sew seeds and watch for signs of growth. They know that plants need water and sunlight to make them grow. Such experiences add significantly to children's spiritual development. They observe closely a lighted candle and consider what happens to the flame. They notice that the candle is lit at the top but not at the bottom and that there is a yellow bit around the flame. All the time language is developed. Materials are explored effectively and skills of cutting, gluing, joining, and painting are used well for a variety of purposes such as making model caterpillars, spider webs and larger junk models. Activities provide both structure and freedom of choice. Children use the computer to draw seeds. They print out their work. All in all, children are provided with a wealth of experiences to nurture knowledge and understanding of the world meaningfully.

Physical development

73. Teaching is very good enabling children to make very good progress and attain the expected level by the end of the Reception year. Teachers plan exciting, hall-time physical education lessons when children grasp awareness of space well in routines, which involve a variety of movements. On the large apparatus such as ropes, high climbing frames, ramps and balancing benches the children show sound body management skills and good co-ordination as they move imaginatively. Teachers make very good use of children's successful movements by asking them to demonstrate to the class and so inspire others. They thoroughly enjoy the challenges set for them and have great confidence. Warming up and cooling down sessions form part of hall time routines. Children know that they are warming up their muscles and feel their heart beating faster. They are given many opportunities to strengthen their fingers so that they use scissors, pencils, paintbrushes and a variety of construction toys well. Staff are diligent about keeping children safe in movement lessons and when handling tools.

Creative development

74. The quality of teaching is very good. Creative development is nurtured profitably through stimulating activities involving art, music and imaginative play. Children paint bold pictures of themselves. They sing and perform action songs such as 'The Caterpillar Song'. They follow their teacher's conducting well and using a wide range of percussion instruments respond to picture notation by making high and low sounds to represent the butterflies and the bugs. Lessons are conducted at a good pace and resources are used very well. They include the teacher's voice range. Children learn to hum a tune by listening to their teacher. They get great pleasure from singing particularly humorous songs such as 'The Worm Song'. In developing creativity, children are highly motivated. As a result, they make good progress and attain just below average standards by the end of the Reception year. The school's youngest children gain great enjoyment from their learning.

ENGLISH

75. Standards are below those expected nationally of pupils aged seven and eleven but are steadily improving. From a very low starting point, pupils' standards show good achievement over time. A high number of pupils have special educational needs and these make good progress because their individual education plans are followed closely by the class teachers. The five per cent of pupils who are at an early stage of acquiring English on entering school, often lack confidence in speaking English and their reading and writing skills are not yet developed sufficiently. These are well supported by Ethnic Minorities Achievement Service teachers and make good progress as a result. These limitations are also addressed through good teaching. Teachers have a good knowledge of their pupils' abilities and use this to group them effectively. This enables staff to know where to direct their efforts in order to challenge the able pupils and provide extra support for those finding work difficult. Pupils with special educational needs and those learning English as an additional language make good progress in school through well-organised and focused support in small groups where designated staff work with them to practise specific language skills. This good quality support boosts pupils' self-esteem as well as enhancing their skills. Very effective use is made of initiatives such as the Ethnic Minority Achievement Service to improve pupils' literacy skills. Since the last inspection effective strategies have been put in place to raise standards and pupils now make good progress in English.
76. By the age of seven and eleven, pupils have made good progress in speaking and listening although many do not reach the nationally expected level. There is an imbalance between the two skills as pupils generally listen well to what teachers and other adults have to say. Their speaking skills are weaker. Sometimes this is shyness but often there is a struggle to find the right words. Pupils who are learning English as a second language sometimes find it difficult to explain what they know. Teachers work hard to address these weaknesses by repeating questions in different ways and giving pupils time to think and find the right words. They provide opportunities for pupils to express themselves in different situations. For example, pupils are encouraged to talk to others in small groups, during drama sessions and in role-play. Teachers' use of precise subject-related vocabulary in class discussions also plays an important part in helping pupils to express themselves clearly. For example, in Year 4, pupils use words such as 'double', 'even' and 'equal' in their comparison of numbers in mathematics. EAL support teachers effectively work with groups using the pupils' first language where necessary. There were good examples of pupils speaking at length about their work. In a Year 4 design and technology lesson a pupil talked about the money container he had made. He was able to discuss all aspects of his work and was justifiably proud of it. Opportunities for pupils to generate their own questions and discuss at length are not provided sufficiently in other subjects to improve speaking skills further.
77. Given the limitations of the pupils' skills on entry to the school, they have done very well to attain the average standards in reading by the ages of seven and eleven. In Year 6 a significant number of pupils achieve above average standards. Most pupils gain a good grasp

of letter sounds by the age of seven. They also have other strategies for reading unfamiliar words. Average and above average readers notice when their reading does not make sense and correct themselves. Below average pupils look for other clues, such as pictures. The school has invested heavily, in both time and resources, to ensure pupils have a wide range of good quality books to read individually and in groups. Most pupils understand terms such as 'contents' and 'index' and are keen to find words in a simple dictionary. By the age of seven, many pupils have acquired the confidence to read and are doing as well as they are able.

78. The books read by pupils in the juniors are appropriate for their interests and levels of attainment. More able pupils are able to choose books freely. Pupils read with increasing fluency, expression and accuracy. Most express preferences for their favourite authors. While lower attaining pupils still interpret their reading literally, higher attaining pupils are able to identify meaning beyond the text. The majority of pupils know how books are arranged in a library and how 'contents' and indexes' can point the way quickly to specific information. Careful monitoring records are kept by teachers to enable them to keep track of pupils' progress.
79. From a very low start, pupils make good progress in their writing but standards are below the expected level by the age of seven and eleven but are continually improving. In the infants the emphasis on spelling and handwriting has a positive impact and the standard of presentation gradually improves. Although some pupils are still mixing upper and lower case letters, most have progressed beyond this. Higher attaining pupils write using correct sentences, punctuated by capital letters and full stops. They write simple stories of interest to the reader. They begin to describe the characters in their stories successfully to add interest and colour. For example, 'The princess always wore a golden, silky dress'. Lower attaining pupils approach writing tasks with confidence but need considerable support.
80. By Year 6 many pupils are able to write at length. This work is generally well presented. Higher attaining pupils write well with an audience in mind. The beginnings of their stories capture the interest of the reader. For example, 'I waited nervously in the park. It was deserted'. Words are used adventurously. For instance, one pupil wrote 'Night is a vicious criminal, stealing the precious light of day'. Weaknesses in grammar, spelling and range of vocabulary still persist in the work of average and below average attaining pupils. Boys do not achieve as well as girls in their writing. The school has taken several steps to raise the achievement of boys by, for example, supplementing reading material and choosing texts and writing tasks that will appeal to boys. They are beginning to improve attitudes but the measures that have been taken are not evident in the results where girls perform notably better than boys. In the junior section of the school, the scope of writing for a range of purposes is suitably extended to include narrative, note-taking, biography and report writing. However, weaknesses are apparent in other subjects where there are insufficient opportunities for pupils to write at length. There are appropriate links with ICT, for example, for drafting and printing out writing with eye-catching fonts in Year 4.
81. Teaching is good throughout the school, with a substantial amount of very good teaching. This is an improvement since the last inspection when teaching in the junior classes was generally satisfactory with some weaknesses in the older pupils' classes. Teachers are familiar and secure with the National Literacy Strategy, which they apply effectively. There is a sharp focus on precisely what is to be learnt and this is shared with pupils, so they know what is expected of them. Teachers organise their lessons well and use a variety of methods, such as role play, to capture pupils' interest. Their own reading aloud of stories provides a good model for pupils to read with expression. In Year 3 the teachers' very expressive reading of a pupil's writing brought the piece to life, encouraging others to produce equally exciting writing. Teachers manage their pupils very well, value their contributions and enjoy good relationships with them. This has a positive effect on pupils' relationships with one another and on their attitudes towards the subject. Bi-lingual support staff and teachers from the Ethnic Minority Achievement Service work effectively with groups of pupils to help them

articulate their ideas in English. Pupils with special educational needs are also well supported. Higher attaining pupils are well challenged in classrooms through, for example, a higher level of questioning by the teacher and setting arrangements in Year 6. As a result all pupils make good progress in English and a significant minority of pupils are working at higher levels than expected nationally at the age of seven and eleven.

82. The management of the subject is very good. The co-ordinator is very knowledgeable and gives good advice to support colleagues. She is well aware of the strengths and weaknesses in the subject and there is effective forward planning. The procedures for assessing pupils' progress have improved since the last inspection and are now good. The results of national and school tests are analysed carefully in order to set targets for individual and groups of pupils. The school is, therefore, able to identify pupils, at all levels of attainment, who have the potential to improve and can then provide extra support. Resources in the classrooms are good, but there is no central library. Pupils are taught library skills through regular visits to the local library. As a result they know how to use library systems for locating specific pieces of information.

MATHEMATICS

83. Pupils make good progress through Years 1 and 2, although standards are still below average. Achievement is even better in the juniors so that the present Year 6 pupils are working at the national average. Pupils with special educational needs, and those with English as an additional language, make good progress; many reach an average level by the end of the junior stage because of the well organised support by the special educational needs co-ordinator and the Ethnic Minority Achievement Service team.
84. Attainments since the last inspection have risen because of the determined leadership of the head teacher and mathematics co-ordinator. They have worked closely with the local authority to raise standards. The initiatives introduced have improved the quality of teaching and learning and consequently standards continue to rise. Most initiatives are still too recent to have had their fullest impact, but the changes have produced a strong, coherent structure which should continue to raise standards in the future. For example teachers plan very well together and make sure the work challenges pupils of all abilities. The quality of teaching has improved; there is no unsatisfactory teaching now because of the careful monitoring of work in all classrooms. Assessments for each year group are thorough; the co-ordinator and class teachers look closely at each pupil's ability and background to make sure any barriers to learning are overcome. Information and communication technology is now used more widely in mathematics; furthermore an individual learning programme, which pupils use during the school day, raises the attainments of every pupil who uses it. Because of these changes progress in teaching and learning in mathematics since the last report has been good.
85. Pupils start Year 1 well below national expectation in mathematical knowledge, skills and understanding. By Year 2 standards have risen because of consistent good teaching in Years 1 and 2. Each lesson begins with a lively mental session; support teachers and learning support workers help individual pupils respond in these whole class sessions, so pupils of all abilities are able to take part. When pupils work in their different ability groups, three in each class, the activities are matched to their understanding and maturity. Higher attaining pupils work enthusiastically either independently, or with the teacher, on a range of mathematical tasks. These pupils show a good understanding of numbers to 1,000, recognise and describe the properties of shapes such as hexagons, spheres and cylinders and apply their knowledge of number to everyday measures and problems. For example they measure in centimetres and metres, give 'change' in a café up to a pound and look at food weighed in grams. They have a secure knowledge of number facts to 20. However, the number of such pupils is smaller than in most schools and most classes consist mainly of middle and lower ability pupils.

86. The middle and lower ability pupils cover the same ground as the better mathematicians, but with smaller numbers, at a slower pace, and often with adult support, particularly if they have learning or language difficulties. For example they are secure with number facts to ten, but make more mistakes and need more time in mental sessions when they work with numbers to 20. For example in a very good Year 1 lesson these pupils found it hard to work out combinations of coins to make 12p or 15p and needed guidance to be successful. Although these pupils make good progress in Year 2 they are still uncertain about number patterns in the 2, 5 and 10 times table and make mistakes in their understanding of time such as quarter to the hour. Subtraction is always weaker than addition. They recognise most common shapes such as triangle, circle and squares but find pentagons, cuboids, pyramids and different shaped cylinders difficult to identify and describe. However, they are always hard working and enthusiastic.
87. As pupils develop both their English and their mathematical language in Years 3, 4, 5 and 6 they are able to increase their rate of learning in mathematics so that by the time they move on to their secondary schools most have reached an average level and the percentage of pupils reaching the highest level has increased. The same organisation of ability groups, adult support and good teaching continues in all year groups. In Year 6 mathematics is taught in 'sets' whereby the whole year is divided into classes of like ability for each lesson. This provides a well chosen extra boost for all pupils. For example pupils of lower ability are taught in a group of ten whilst the highest attaining group is over twenty in number. This enables a considerable range of mathematics to be taught at a different pace and level.
88. The highest attaining pupils are confident with numbers and the number system. They multiply numbers such as 3.758 by 10 or 100, understand equivalent fractions and link this to percentages by calculating such questions as 28% of £35 accurately. Pupils draw shapes, regular and irregular, in four quadrants showing a good understanding of co-ordinates and negative numbers. They possess a good understanding of standard measures, of digital and analogue clocks, both twelve and twenty four hour and of the perimeter and area of shapes either by using a formula or by their own individual methods. Pupils are able to use these skills in everyday problems. For example in a lively session these higher attaining pupils eagerly explained ways of tackling a variety of questions in a variety of ways in preparation for the forthcoming national tests.
89. Although average and lower ability pupils work with smaller numbers, at a slower pace and on some days with extra adult support, they are keen to make good progress and do so. Average ability pupils follow the same programme of work as the highest attaining pupils, sometimes with the same worksheets. However, they complete less and are more successful with smaller numbers and simpler problems. This was evident when these pupils tackled a mental test with pencil and paper. They made mistakes in the hundredth column of decimals and in questions such as "half way between 27 and 63". Lower attaining pupils are still mastering their tables to 10 which they are able to use in short multiplication and division. They are able to calculate $\frac{3}{4}$ of 20 for example, linked to fraction work, but are not certain about more complex equivalent fractions linked to decimals. They recognise parallelograms but are unable to remember most of their characteristics. Their work is always neatly presented. They take pride in their achievements.
90. Teaching is consistently good throughout the school. All adults in every classroom maintain very good relationships with each other, and with all pupils, so that they are eager to please and learn. Shared planning ensures a consistent approach to the Numeracy Strategy; work within these plans is matched very carefully to each pupil's abilities so they make good progress. Pupils are confident in the classroom; they show this by their enthusiastic responses to the well directed questions. Their answers are respected by the teachers and other pupils so their self esteem is raised. Teachers explain new procedures clearly, judging pupils' understanding as they do so, to make sure they are keeping up with the lesson. They assess pupils' knowledge of different mathematical areas regularly and record this so there are good records of what pupils know, understand and can do. Teachers make sure pupils

set out their work neatly. They have a good understanding of mathematics so they use the right terms in the right way and at the right level for pupils to learn.

91. A number of classes share the same two areas for development. Marking and the setting of targets varies in quality throughout the school. It is not consistent enough because teachers do not have a shared understanding of its purpose. Although there are sufficient everyday visual resources to help pupils learn such as whiteboards, number fans, number squares and lines they are not always used well. Sometimes there is over reliance on verbal explanations without the supportive visual resource and this means some pupils do not understand teacher explanations as fully as they might.
92. The co-ordinator is experienced, knowledgeable and enthusiastic. She is very clear about the strengths and weaknesses of the subject and has begun some early work on target setting in the infants, with a view to developing this in the junior classes. She plans to develop the use of ICT in the classroom for teaching which is currently not used sufficiently. The co-ordinator is leading and managing the subject very effectively both strategically and in the everyday detail.

SCIENCE

93. Standards are below average by the time pupils are seven and eleven years of age. These are higher than the school's results in the annual national tests immediately following the last inspection and are a direct result of the good teaching. Pupils of all abilities make good progress with their learning of the various aspects of science, achieve well and generally enjoy the subject. In all of the lessons observed during the inspection, pupils responded positively to the teaching and worked effectively together. Over the last two years results have been improving rapidly and the observations made during the inspection verify this trend.
94. Infant pupils' knowledge and understanding of most of the elements in the science National Curriculum are below the level expected nationally. Their knowledge of physical processes is close to being average but understanding of life and living processes is below average as is their knowledge of materials and their properties. Pupils' skills used when investigating and experimenting are developing but there is not sufficient emphasis on this aspect of the science curriculum to meet the needs of this important area.
95. Although junior pupils' standards have improved every year since a very low base in 1998 and are now approaching an average level they have not yet reached it. This is due, in part, to the work in some classes not being sufficiently matched to the needs of different ability groups with pupils copying the teacher's words from the blackboard. In other classes the work planned meets the needs of the pupils well. Pupils' progress was helped greatly by writing a piece entitled 'What have I learnt' at the end of a series of lessons. This focused their mind on learning and consolidated their knowledge and understanding. However, this very good practice has not continued throughout the year. In general, pupils' are making good progress in Years 3 to 6 and are encouraged to construct their own methods of recording the results of investigations. Their understanding of how to ensure that experiments and investigations are fair tests of scientific findings is sound. They are encouraged to be observant and record their findings colourfully. For example, during an investigation into the effect of micro-organisms on different foods, one Year 6 pupil wrote "One week later our apple was even worse. It is a complete disgrace. The skin is rotting away and it is like clay. The apple is black with white stuff like cobwebs in it. There are brownish parts that look soft."
96. In general, pupils' needs are met during science lessons. Lower attaining pupils and those with special educational needs are supported well in their learning by learning assistants. Support teachers also provide good assistance to pupils for whom English is an additional language. They either work alongside pupils during science lessons to ensure understanding

or withdraw pupils from the classroom to provide good support for learning scientific vocabulary. These practices enable pupils to make good progress.

97. Most teachers have a secure knowledge and understanding of science that enables them to extend pupils' learning of various aspects of science with confidence. However, some infant teachers have a degree of apprehension about allowing pupils to carry out supervised experiments and investigations. This links closely with insufficient opportunities for pupils to grow in independence. For example, Year 2 pupils are not encouraged enough to be more independent and higher attaining pupils, in particular, are not given the opportunity to record the results of their investigations without the use of duplicated formats. The quality of teachers' planning is secure in that the aims are identified and made clear to pupils at the beginning of lessons. As a result, pupils know what they are expected to achieve by the end of the lesson and this helps them to learn with confidence. Teachers usually end science lessons with a good review of what pupils have learned. This provides a good bridge between one lesson and the next and has a positive effect on pupils' learning and progress.
98. When teachers are confident and enthusiastic about teaching science their interest is infectious for pupils. For example, in a very good and well planned Year 5 lesson, pairs of pupils were provided with flowers so they could examine the various parts within them. They compared these with a stylised and painted diagram of a flower on the glass of one of the windows so they could identify and confirm the names of the different parts. Throughout the lesson the teacher was energetically asking pertinent questions about the names of the various flower elements and their functions and this motivated all pupils to learn the name of these and explain what they were for. The quality of teachers' marking is good in most classes and this has a good impact on pupils' progress in learning. Explanations or written comments are included so that pupils' are supported in correcting any misunderstandings of scientific ideas. Relationships between pupils and class teachers are very good. This enables very good management of pupils' behaviour and results in hard work and good concentration. This situation is only marred when teachers talk to the whole class for too long and pupils become restless and lose concentration.
99. The co-ordinator is effective and works hard to improve and develop the school's provision in science. She analyses pupils' answers in national science tests to identify areas of knowledge and understanding that need to be improved. She supports teachers in the classroom and monitors lessons so that she can provide advice to individual teachers on how to improve them. In addition, she monitors samples of pupils' work to ensure that these show clear progress and also teachers' planning to make sure that both classes in each year group are receiving similar content and to ensure that the National Curriculum is covered appropriately during pupils' lessons.

ART AND DESIGN

100. As at the time of the last report, standards in art and design are average by the end of Year 2. No lessons were observed in Year 6 due to the fact that the subject is taught in half-termly blocks alternating with Design and Technology. However, in view of the work seen on display, and discussion with pupils, there is evidence that standards are below average by Year 6. There has been a drop in attainment since the last report when standards in that year group were in line with, and sometimes above, the national average expectations. This decline is due to the great, and successful, emphasis the school has placed upon raising standards in English and mathematics. The high profile enjoyed by these two subjects has reduced the amount of lesson time spent on art. It has adversely affected the ability of the school to give the necessary training and support which would raise teachers' expertise and expectations higher in this subject. The school recognises the need to develop the creative side of its curriculum and plans to do so in the next academic year through involvement in an appropriate County initiative.

101. As this is a practical subject all pupils in Years 1 and 2, including those with special educational needs and English as an additional language, make the same good progress. Teaching in these two years is good, giving pupils many opportunities to improve on their initially below average manual and creative skills. Additional adults in classrooms are employed well and these make it possible for pupils to work in small groups with a great deal of support. Opportunities are given for pupils to practise techniques such as printing and model making, to make mistakes and learn from these before embarking upon their finished work. Good cross-curricular links are made and art is used to illustrate pupils' work in other subjects. For example, in Year 1 colourful paintings reflect the content of their pieces of poetry. In Year 2 painted shapes, whilst giving an opportunity for colour mixing, are linked to work in mathematics. Plasticine models show a good knowledge of the architectural details of the local cathedral seen, and photographed by, pupils on a recent visit.
102. From Year 3 to 6 the progress made by all pupils is unsatisfactory. From the very limited evidence available, teaching is not strong overall, but is better in Year 5 than in the other year groups because pupils learn a range of techniques within relevant contexts. In this year group there are good cross-curricular links with other subjects, including an attractive display of Greek vases and drawings inspired by music from "The Planets" suite. In Year 3 literacy lessons, the pupils write detailed instructions to show how to draw repeated patterns. From planning and discussions with Year 6 pupils, there is evidence that the different aspects of the statutory art curriculum are taught. These include a knowledge and understanding of the work of other artists such as Andy Warhol and Kandinsky, some basic printing and batik techniques, and a great deal of sketching in the locality of the school and the wider City area. Nevertheless, pressure on time results in a lack of opportunity to practise, improve and extend skills and techniques in order to produce work of an at least average standard.
103. Throughout the school the use of information and communication technology in art lessons is limited. However, in Year 1 pupils produce computer-generated pictures and in Year 2 pupils use "cut" and "paste" techniques to produce repeated patterns. In Year 5 pupils draw black on white portraits of themselves and design advertisements for imaginary shops.
104. The experienced subject leader is well aware of what needs to be done to improve standards in the subject and her plans include raising the future profile of the art curriculum. She has good subject expertise and is committed to raising standards in the visual arts. The school has recently introduced the national scheme of work for the subject and this is being used to under-pin the successive development of skills and techniques throughout the school. Teachers are evaluating this scheme in its first year of implementation, but it is too early yet to judge its effect upon raising standards. Across the school, assessment procedures are minimal and the use of sketchbooks is inconsistent. Basic provision for art, such as paper and drawing equipment, is plentiful. With regard to more specialised materials, the subject is under-resourced. The kiln, which was out of service during the last inspection, is still not usable.
105. The art curriculum is enriched by the expertise of visiting artists, through visits to visual art centres and by club activities after school. The work created by pupils on such occasions is of a much higher standard than that produced in lesson times. It demonstrates their good capability and creativity when given appropriate opportunities to express themselves through art.

DESIGN AND TECHNOLOGY

106. Because of timetable arrangements a very limited number of lessons was seen during the inspection. Very few samples of work were available for scrutiny. Judgements about pupils' standards are therefore based on work on display, an analysis of teachers' plans and discussions with pupils and members of staff.

107. In Year 2 standards are broadly in line with expectations, but in Year 6, standards are below national expectations. The arrangement of the curriculum is such that design and technology alternates with art and design during each term and most year groups, particularly Years 5 and 6, work on just one design and technology project per year. As a consequence of the high priority given to teaching and learning English and mathematics, the time allocated to the subject is insufficient and this affects pupils' knowledge and understanding in the subject and their acquisition of skills.
108. The few design and technology projects followed during the year are not covered in sufficient depth. A number of teachers do not have sufficient subject knowledge and their expectations of what pupils are able to do are too low. Pupils focus mainly on either just the planning or the making aspect of the product. For example, one of the Year 6 classes planned to make a controllable toy but did not make it, and pupils in Year 4 made chairs but their planning was not evident. A good example was seen in Year 3 where pupils carefully linked the making of Cinderella's slippers with literacy and science. They first tested the materials and then, carefully planned the use of appropriate material for making the slipper. Pupils chose from a variety of materials to make their models. Finished products show the quality of work expected for eight year olds and demonstrate sound skills. Pupils also considered the most comfortable and strongest method of joining materials. Another good example was noted in Year 2, where after designing their own models they experimented with different techniques to join materials. They tested different methods such as stapling, sticking and sewing and decided that sewing was the most effective method for making their 'coats of many colours'. Pupils do not sufficiently evaluate their own and each others' work. Pupils in one of the Year 6 classes also made slippers. However, when asked to explain what they did, little idea of investigation, design or evaluation emerged. As a result, knowledge and understanding are below national expectations.
109. Planning indicates that teaching is not always based on the development of what has been taught previously and thus the development of skills is not fully ensured. Pupils in Year 6 showed little understanding of the nature of design and technology. Their explanations were focused too much on models, while ideas of design were based on artistic appearance, rather than on suitability of materials, planning of what tools might be needed to make up their design, or in terms of measurements of component parts and how to join them. Lack of this understanding indicates that attainment is below expected levels. Nevertheless, pupils through the school recall objects that they have made in recent years. Year 4 were particularly enthused about their chairs made out of rolled paper, which they evaluated in a good lesson led by the head teacher and carefully considered what they would change next time to make their product more effective.
110. It was not possible to observe much direct teaching. However, subject co-ordinator have identified a need for training to develop teachers' knowledge and expertise, suggesting that this element is inconsistent through the school. This finding reflects pupils' lack of understanding of the knowledge and understanding involved at the planning and designing stage by generating ideas and looking at other similar products, throughout the school. The use of ICT to enhance the designing of the products is not yet encouraged.
111. The co-ordinator is very new, but has made a good start at developing a subject portfolio for the school. She is aware of what needs to be done to raise the profile of design and technology as part of the whole curriculum as well as the need to develop useful procedures for assessment of learning in the subject. At present, no formal monitoring of planning, finished work or teaching is occurring on a regular basis.

GEOGRAPHY

112. Pupils' attainment in geography is in line with the expected levels by the age of seven and eleven. No comparison can be made with the last inspection because no judgement was made about standards. The school has successfully maintained the profile on the subject

within the limited time available and provides a satisfactory range of topics relevant to the age and interest of the pupils. Most pupils make good progress across the school within the topics studied. Pupils with special educational needs and pupils who speak English as an additional language make good progress and all pupils are included in the planned activities.

113. Year 2 pupils can make simple comparisons between the life and features in Gloucester with those found in an island off the coast of Scotland. Their understanding develops well as they become aware that the world reaches beyond their locality. They look at maps to identify specific countries such as Jamaica and compare buildings and climate with the local area. In Year 6, pupils have appropriately extended their knowledge, skills and understanding of geography. They build on their insights into the way of life in Jamaica for example, through their links with a school in this country. Numeracy skills are applied effectively to study six figure grid references in their work on maps. Pupils use geographical terminology appropriately, such as 'tributary', 'estuary' and river basin in their study of rivers.
114. Although few lessons were seen, the teaching of geography is good. The lessons were well prepared, and a range of stimulating resources is gathered to capture pupils' interest. For example, in Year 3 photographs taken through a window over a period of time, prompted a lively discussion of the changes in land use. The fact that the school caters for pupils whose families originate in so many parts is used to advantage in this subject by teachers. Classroom maps illustrate the family heritage of pupils in the class and the languages they speak. Teachers have a secure subject knowledge and this enables them to ask probing questions about life in India, or how Gloucester differs from other places. Relationships are good and pupils co-operate well and share ideas and information.
115. The co-ordinator is relatively new to her post but has already determined ways in which the subject could be further improved. She has begun to compile a portfolio of pupils' completed work to check that all topics are covered in depth and that learning is relevant to pupils' needs. Planning has improved since the last inspection with the implementation of a scheme of work based on national guidelines to ensure pupils knowledge and skills build up as they move through the school. A straightforward system of assessment is well advanced to record pupils' progress in geography.

HISTORY

116. Pupils make good progress and by the age of 7 years attain the standards expected for this age group. These findings show improved progress since the previous inspection. Since no judgement was made at the time of the previous inspection about standards attained by pupils at the end of Year 2, comparisons can not be drawn.
117. Progress is not consistent within the junior years, but is good in Years 4 and 5, enabling pupils to attain standards expected for these year groups. However, in Year 6 pupils make unsatisfactory progress and attain standards below those expected by the age of 11 years. At the time of the previous inspection standards attained by Year 6 pupils were judged to be equal to the national expectations, indicating that standards have fallen. There are three main reasons for this.
118. Firstly, since the previous inspection the school has understandably concentrated its efforts in raising standards of attainment in the three core subjects of English, mathematics and science. As a result, there have been considerable time constraints on the subject of history, making it difficult for teaching and learning to address historical studies in the depth required to nurture skills, knowledge and understanding, to the level expected, particularly in Year 6. Secondly, the subject does not have medium-term plans giving specific guidance about what should be taught to each year group. An overall curricular map and long term planning are in place, but the finely tuned, medium-term plans to guide teaching and learning in a step-by-step fashion have yet to be compiled. Finally the leadership and management of the subject do not provide a clear direction for improvement and the co-ordinator's role is not fully

developed. For instance, the co-ordinator has not received training in her role and assessment and monitoring procedures to ensure quality in teaching and learning have yet to be developed.

119. Overall the quality of teaching is good. In the infant years pupils make good progress and achieve well. By the end of Year 2 pupils secure a sound understanding of past events such as The Great Fire of London. They use common words and phrases referring to the passage of time such as, a long time ago. They know why the fire started and what happened afterwards. When looking at old toys they draw out changes that have occurred through time. They visit a toy museum, which adds meaning and interest to their learning. Relationships are very good between teachers and pupils and teachers' questioning is skilful, so that, pupils are active listeners, confident not only to answer questions, but to ask them. This was evident in a Year 2 lesson, when pupils explored the life and work of Florence Nightingale in their studies of famous people. Using pictures and books they find out more about Florence's life. They present their work carefully and show good attitudes towards learning.
120. In Years 4 and 5 progress is good and attainment is at the expected level for their ages, due to good teaching. Pupils of Years 4 and 5 show an increasing depth of factual knowledge of British history in their studies of the Romans and the Tudors and of the legacy of the ancient Greek civilisation to the modern world, as well as of key aspects of Ancient Egypt. Their work is presented to a satisfactory standard. It shows that research has contributed to it, and that they have selected and organised information effectively, making appropriate use of dates and historical terms. For example Year 4 pupils make good use of maps to show the Roman Empire and a map of Britain showing the areas conquered. Year 5 pupils map out voyages of discovery in Tudor times.
121. Writing skills too are put to good use when Year 5 pupils write creatively and empathetically about a sailor on board Captain Drake's ship. Mathematical skills are also used beneficially in making Venn diagrams to bring out similarities between the modern and ancient Olympic games. They have a sound understanding of sources from which information may be drawn and make appropriate use of books and the web. Visitors to the school offer another worthwhile source of enquiry upon which to draw. For example, re-enactment of Tudor Exploration in Year 5 is guided and supported by a visitor with expertise in the subject. Year 3 pupils visit the Folk Museum and have good hands-on experiences. They dress in Tudor costumes representing the rich and poor of the time. They make a worthwhile class book of their visit. Such activities enhance pupils' learning and contribute well to their spiritual, moral, social and cultural development. Pupils have good attitudes towards work.
122. By the time pupils are 11 years of age progress is unsatisfactory and attainment is below that expected nationally. The Year 6 pupils' topic on Victorian times is very scant, showing little development of historical skills knowledge and understanding.
123. The co-ordinator has great enthusiasm about promoting teaching and learning of history across the school. She is highly organised and has an action plan for improvement, within which the compilation of medium-term planning figures highly. As yet, there is no monitoring of pupils' attainments or progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. By the end of Year 2, nearly all pupils are attaining at expected levels and a few have skills that are advanced for their age. By Year 6, standards remain a little below those expected; although, only because pupils have not yet had sufficient time to catch up what has been missed in the past. The last inspection reported satisfactory standards throughout the school. As with most other subjects, the standards in ICT are affected by the greater emphasis placed on raising attainments in English and mathematics. However, there is evidence that pupils in Year 5 are achieving expected standards. The computer suite which has been operational for just over two years, is now providing pupils with much better opportunities than

previously to develop their knowledge and skills, and this is resulting in good achievement and the raising of standards. Teaching and what is taught are now good and rapid progress is evident.

125. Good co-ordination of the subject has produced a particularly effective strategy for its development and organisation. An active co-ordinator has conducted a very thorough audit of standards and the quality of provision. Some of the teachers lacking in confidence to teach ICT in the computer suite are being supported effectively. Staff training has been arranged and is still continuing. A new scheme of work, 'ICT Alive' is being piloted to support the work of teachers. The subject leader is contributing her expertise and the timetables ensure that all classes receive key teaching. Most lessons focus on skills to open and apply programs that are directly related to pupils' age groups and previous levels of knowledge in other subjects across the curriculum.
126. From the outcome of a very good lesson in Year 2, it is clear that pupils know how to use the computer to represent information pictorially and produce graphs that can be used for interpreting information. The teacher led this lesson with confidence and a very good balance of direction and opportunity for pupils to use own initiative independently. Pupils are very well supported as individuals or pairs at their workstations. Most pupils have a sound understanding of the uses or value of new technology and several show good capability in using a keyboard and mouse. Pupils copy and paste repeating patterns with ease and learn about the parts and functions of 'Roamer', a controllable device.
127. Good teaching is built on steadily through the school. Year 3 pupils enjoy exploring simulations through adventure games, for example, 'Stagecast Creator', and also practise their problem solving techniques. By Year 5, for example, pupils know how to use graphics or fill shapes with colour. Higher attaining pupils take this knowledge further and experiment using different shades and shapes of different sizes while constructing a classroom using graphical modelling. By Year 6, pupils word process independently, choosing the style of their text by selecting fonts and similar features. They can use spreadsheets to enter text and numbers. A few pupils can use the internet facility and download information from CD-ROMs for research work across different subjects such as science, history and geography. Most pupils in Year 6, have had limited experiences, and there were very few examples of their finished presentations. Pupils are not yet familiar with some of the more advanced desktop features; for example import pictures and combine text or use multi-media package to present their own ideas. They have not had opportunities to use a digital camera or a video camera yet. The cross-curricular use of information and communication technology in other curriculum areas such as music and design and technology is not yet developed. However, the recent focus in the use of ICT is boosting confidence and expertise of teachers through appropriate training and support in teaching and developing the subject across the curriculum.
128. The school's vision for the future is very positive, including more hardware and software in other areas of the school as well as the furnishing of the computer suite with appropriate seats. A weaker aspect is that the use of computers in classrooms is inefficient. During the inspection, although in some rooms there were some computers used frequently, they were often not in use in others, which is a pity, as pupils are very enthusiastic about what the subject offers.
129. The quality of teaching seen was never less than good, including an example of very good teaching. Planning was nearly always of good quality. It includes notes about what pupils are expected to be able to do at the end of the lesson and this information was always shared with pupils. Ongoing assessment is sound, demonstrated by questions that were directed to individual pupils. As a result, learning met the requirements of different individuals and groups, making use of what they had already understood. Relationships between pupils were very good. This feature was used to encourage pupils to watch how others were getting on and to offer help if they noticed that someone had missed a step or otherwise had fallen behind. This good level of co-operation is enhancing the quality of pupils' learning. All

different groups of pupils receive good support from teachers and classroom assistants. As a result, they make progress at rates similar to pupils as a whole. These judgements apply equally to pupils of different ethnicity, including those with English as an additional language. Pupils with special educational needs also make good progress.

MUSIC

130. In Years 1 and 2 a very limited range of musical activities was observed. However, from planning and discussions there is evidence that, as at the time of the last report, standards at the end of Year 2 are average. Teachers effectively build on the knowledge and understanding of musical activities that children bring from their Reception year. As this is a practical subject in which all pupils can participate, whatever their stage in language acquisition or ability, all make the same good progress. A "Music Man" display in Year 1 shows good links with other subjects, including careful drawings of the different instruments which he plays. Pupils are encouraged to play a collection of instruments outside the Year 2 classrooms and to tell a story in sound using these. There is insufficient evidence to make a judgement about teaching in Years 1 and 2.
131. Overall standards at the end of Year 6 are below average. Nevertheless, pupils' ability to sing tunefully and joyfully in one assembly observed and in the junior choir is close to, and occasionally above, national expectations. In Year 3, pupils successfully beat out the rhythm of a piece of music, for instance "Lazy Summertime", tapping their hands on their knees. They then compose their own compositions of a "day at the seaside" using a variety of instruments. There are varying degrees of success in carrying out this activity with, for instance, some good interpretations of the sound of the sea on the sand. However, results are below expectations for this age of pupil, partly due to some excitable behaviour and partly due to unfamiliarity with this type of activity. In Year 6 the teacher's lively presentation does not manage to enthuse all of the pupils. Many of these sit rather impassively throughout music lessons and do not derive full benefit from them. When listening to a taped recording of Glen Miller's "In the Mood" most manage to click their fingers to the strong beats, and on other occasions the "off" beats, in this and other pieces of music. Pupils concentrate hard and do this well. When an African chant is played, a good number of children enjoy singing the chorus and, again, tapping out or clicking their fingers to the rhythm. From a discussion with Year 6 pupils there is evidence that there are few opportunities to compose, record or perform their own pieces of music. They know many modern styles but have very little knowledge of a range of musical styles. In the two lessons seen teaching was satisfactory, but on this basis alone it is not possible to make an overall judgement on teaching throughout this age range.
132. Pupils in Years 3 to 6, including those with special educational needs and those learning English as an additional language, make unsatisfactory progress in this subject. This is partly due to the fact that over the last few years, the school has placed a great emphasis on addressing and improving standards in English and mathematics. This has reduced the lesson time spent on music to below the national average, putting a constraint on the depth of teaching and learning needed to raise standards. It has adversely affected the ability of the school to give the necessary training and support which would raise teachers' expertise and expectations higher in this subject.
133. The school recognises the need to develop the creative side of its curriculum and plans to do so in the next academic year through involvement in an appropriate County initiative. In the meantime, a published scheme has been bought and this is now in place throughout the school. It covers all aspects of the music curriculum and supports non-specialist, less confident teachers in planning their lessons. The scheme was carefully chosen due to its suitability for use in multicultural schools. It is too early to judge the effectiveness of this scheme in raising standards and improving progress throughout the school. The two subject leaders are new to their posts and feel that they need training themselves in developing support for their colleagues. Assessment in the subject is minimal and, apart from the use of audio equipment, there is little evidence of links to ICT.

134. Regular choir practices enrich the daily life of the school. However, no pupils are receiving instrumental tuition from peripatetic teachers at the moment. However, at other times, expert visiting musicians give lessons to large groups of pupils and demonstrate their skills. In addition, there are musical events in the two after-school clubs. The school organises annual music days and in a World Awareness Week pupils were introduced to pieces of work from a range of different cultures. There are several talented musicians amongst the staff. Some help to make choir practice a really special event, whilst another brings a multicultural flavour to the school's musical repertoire by playing a sitar. The choir contributes towards the very good links with partner institutions by joining other schools in the parish in a carol service at the local church.

PHYSICAL EDUCATION

135. By the ages of seven and eleven pupils' attainment in physical education is in line with national expectations for their age, the same as at the time of the last report. Progress is satisfactory in all aspects of the subject.
136. After school sporting activities are popular; these include football, rugby, cricket, tennis, athletics and netball, which help to maintain pupils' enthusiasm for the subject and to raise attainments. The school has had good support from outside sources. For example the Cliff Richard Tennis Trail gave free tennis equipment and coaching. The 'Awards for All' grant gave a substantial sum and helped to provide a hard ball cricket net. Coaches from Gloucestershire University have worked with boys and girls at football. The links to other schools as part of the School Sports Co-ordinator Programme have helped access to a range of sports. The co-ordinator is very keen to maintain and extend these provisions; he is now trained as a Primary Link Teacher.
137. Planning shows that there is now a programme for the systematic teaching of skills in all aspects of the subject, which was missing at the time of the last inspection. Swimming is now re-established after a gap whilst the nearby pool was re-built. It is taught by the coaching staff of the centre and ten members of the teaching staff have had extra training to support in the pool. As a result standards are rising again through the intensive programme followed by all junior pupils. Some girls choose not to take part in the swimming lessons, so consequently it is not clear exactly how many pupils reach the levels expected by the end of Year 6, although the majority of pupils do so.
138. Only games lessons were seen in the infant classes. Year 2 pupils practise throwing and catching a ball in pairs or small groups. They repeat the actions with enthusiasm and are beginning to improve their control and co-ordination. They then use these skills in a game, where they play together fairly and know the rules and tactics necessary. All this was seen in lively lessons in Year 1 and Year 2. The Year 2 lesson ended with a vigorous traditional game 'Piggy in the Middle' which was competitive, energetic and enjoyed by everyone.
139. Most lessons seen in the junior stage were only thirty minutes long and as a result it was difficult for teachers to develop skills fully. In both games lessons in Years 3 and 4 there was insufficient time to practise skills in depth, so skills remained average, although there was progress during the lesson. Pupils are able to bounce a ball on a racquet, or bowl and hit in a simplified form of rounders. However, they are not able to sustain the activity beyond 5 or 6 bounces for example and their progress since the infant stage is only satisfactory.
140. In a Year 6 dance lesson pupils explored speed, level and direction as they created a dance sequence for a fight scene. Although pupils created a sequence to a piece of well chosen music, to include patterns of rhythm at different levels, together with some variation of speed and direction, the resultant sequences were too short and underdeveloped. Attainments are only average in dance. In athletics, again results are at an average level. Year 6 pupils recognise readily the skills necessary to run quickly. For example they know their fingers should be together, arms should pump and knee actions should be high to sprint well. In a

good Year 6 lesson most pupils were able to sustain these skills in a simple relay race, some naturally and easily, but most had to concentrate very hard to be successful. All pupils in Year 6 enjoy these lessons hugely.

141. The quality of teaching is satisfactory. Relationships are a strength in all lessons which means pupils are always keen to try, to help one another and behave well. Planning is satisfactory overall, but the mixture of commercial schemes and national guidance is under review because some parts are not working as well as the co-ordinator would wish. Most pupils change into appropriate dress for physical education lessons, as do the teachers. However one year group, because of the limited time for a lesson, do not change and take part wearing everyday clothes, only changing their footwear. A consistent approach to appropriate dress for lessons is missing, which affects pupils' understanding of health and safety. Teachers have a good knowledge of the subject and plan each lesson well so there are opportunities for a warm up, the practising of new and old skills and a cool down. However, most lessons are too short and some part of each lesson on these occasions is too brief for it to be effective. All hall times for junior pupils were affected by this. Resources are plentiful so every pupil has a racquet or a ball to practise skills, during a Year 4 games lesson for example. The extra help for pupils with special needs, or those developing their English, works well, so these pupils are able to participate fully in all lessons. When there is sufficient time for a lesson, as there was in a very good Year 6 lesson on athletics, the teacher chose the time to move on to the next activity well, assessing pupils' progress skilfully.
142. The co-ordinator has a clear action plan and a good understanding of the strengths and weaknesses of the subject. It includes the trialling of a new curriculum plan from the local authority to improve all planning, linked to staff training. The monitoring of teaching is to be increased to help identify areas for staff training and to improve the quality of day-to-day advice. He is leading the subject well.

RELIGIOUS EDUCATION

143. By the age of 7 years, pupils make good progress and attain the standards expected for this age group. These findings show that standards have been maintained since the previous inspection. This judgement is based upon observing teaching, looking at samples of pupils' work in their books together with that on display and by talking to pupils.
144. By the age of 11 years, pupils make unsatisfactory progress and attain standards below expectations. During the previous inspection no judgement was made about the standards attained by junior pupils. This was because no religious education lessons were taught in the inspection week and there was very little of pupils' recorded work available upon which to base a judgement. The lack of pupils' written work prevails, apart from in Year 5, where the subject co-ordinator teaches. However, unlike the previous inspection, lessons were observed and a discussion with Year 6 pupils took place. The evidence gathered from the various sources shows pupils' attainment level to be below expectations by the age of 11 years.
145. Overall the quality of teaching is satisfactory. Very good relationships are built up between teachers and pupils and contribute significantly to the quality of discussions that take place. This is a major strength of teaching and learning. Resources are used well. A very good example occurred in a Year 5 lesson on Christian Baptism, when the class teacher showed to the pupils, a beautiful Christening gown, which had been worn by four generations of her family. This was a precious moment of sharing and demonstrated the warm relationships within the class community. In Year 6 three pupils listed, on separate flip charts, the feelings of the three main characters in the story of the Prodigal Son, as the discussion and role-play activity unfolded, drawing out the meaning of forgiveness. Again, the apt use of resources added to understanding.

146. Detracting from the quality of teaching and learning is the overwhelming use of discussion to the exclusion of written work. Pupils record very little. As a result, they have no point of reference for revision making it difficult to consolidate their learning. By the end of Year 6 this is reflected in the pupils' basic grasp of knowledge and understanding. For example, although they know that for some, it is important to belong to a religious group, they are unsure of why it is important. They are aware of some of the major celebrations in different world faiths, but are unsure of the relating stories. For example, they are very unsure of the Easter story. They know that fasting plays an important role in different faiths. For example, they know that Muslims fast at Ramadan to empathise with the starving of the world, but are not aware of the word Lent and its meaning to Christians. The new scheme of work, implemented in September has the potential of addressing this, as the curriculum is set out so that world faiths such as Christianity and Islam may be explored together enabling pupils to appreciate the similarities and differences readily. Pupils' attitudes and interest towards their work are satisfactory.
147. In contrast, infant pupils make good progress and have a secure knowledge and understanding. By the age of seven, they know that people of different faiths have special places of worship. They know that Christians go to church, Muslims to the mosque and Hindus to the temple. They know that the special book of Islam is the Qur'an and that of Christianity is the Bible. They describe some of the ways in which special times are celebrated such as Christmas and Eid. Without prompting they declare that the celebrations are similar. Learning is enhanced by visits to such places as Gloucester Cathedral, which pupils of Year 2 greatly enjoy talking about. They liked the pictures on the stain glass windows, the place where gifts are collected for the poor and the patterns in the stonework from which they made rubbings. Year 1 pupils walk in the neighbourhood and look at the mosque and the church and discuss what happens inside. They have good attitudes towards their work.
148. The co-ordinator has expertise in the subject and is trained well to lead and manage it. She is enthusiastic about the implementation of the new scheme of work introduced last September and confident that the guidance will bring greater structure and coverage across the school. This is already evident in the infant years. However, the school's policy to teach religious education mainly through discussion, giving pupils very little opportunity to record, continues to make it difficult for pupils to revisit previous learning to consolidate their knowledge and understanding. This policy is compounded by the limited amount of time devoted to the subject. As well as that, pupils' progress and attainment are detracted from by the lack of procedures to assess and monitor, and so ensure that learning is built upon step by step.