

Pre-Publication Report

INSPECTION REPORT

PARKEND PRIMARY SCHOOL

Yorkley Road
Parkend
Gloucestershire

LEA area: Gloucestershire

Unique reference number: 115553

Headteacher: Mrs. C Fisher

Reporting inspector: Mrs. Janet Sinclair
19824

Dates of inspection: 13 – 15 January 2003

Inspection number: 247561

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Yorkley Road Parkend Lydney Gloucestershire
Postcode:	GL15 4HL
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. S Joseph
Date of previous inspection:	6 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19824	Mrs. J Sinclair	Registered inspector	Mathematics Foundation Stage curriculum Science Information and communication technology History Physical education Special educational needs	The school's results and achievements How well are pupils taught? How well is the school led and managed?
9981	Mr. S Hussain	Lay inspector	Educational inclusion	Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27242	Mrs. E Rice	Team inspector	English Geography Music Art and design Design and technology Religious education	How good are curricular and other opportunities?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	<u>2928</u>

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parkend Primary School is a much smaller than average primary school and serves the small village of Parkend and surrounding villages. At present there are 70 boys and girls on roll between the ages of four and eleven. This is an increase of 20 per cent since the previous inspection. There are twice as many boys as girls in the school. There are few pupils from minority ethnic backgrounds and none for whom English is an additional language. Attainment on entry is average over time; however, this can vary tremendously depending on the number of pupils with special educational needs in any one year group. Currently, 23 per cent of the pupils are identified as having special educational needs, mainly with specific learning difficulties. This is an average proportion. There are no pupils with a Statement of Special Educational Needs, which is below the national average. Around 11 per cent of the pupils are eligible for free school meals, which is below the national average of 19 per cent. The school has had major staffing upheavals since August 2000. Due to the extended illness of the then headteacher, there were 3 acting headteachers over a period of eighteen months. The current headteacher was appointed in January 2002. Additionally, the only other full time staff have been ill, one of whom has now retired and the other is still absent. Her class is being taken by a supply teacher who started in November 2002.

HOW GOOD THE SCHOOL IS

This is a good and improving school. It is being very well led by the new headteacher, who has brought a sense of calm and purpose to the school after a time of much staff turbulence. She has created an effective team who are committed to improving standards and providing a good quality education for the pupils in their care. Teaching and learning are good. The school has very high costs per pupil and overall provides satisfactory value for money.

What the school does well

- The headteacher provides very good leadership and is giving clear and focused educational direction to the work of the school.
- The quality of teaching is good and consequently pupils are learning well.
- Standards are above average in reading, mathematics and music at the end of Year 6 and pupil achievement is good.
- Children in the Reception year are achieving well due to good teaching and provision.
- Pupils have good attitudes to school and behave well due to the school's good provision for their spiritual, moral and social development.
- There is very good extra-curricular provision and strong links with the community, which promote pupils' social development and an awareness of the wider community.

What could be improved

- Standards in information and communication technology (ICT) across the school are lower than they should be.
- Standards in geography at the end of Year 6 are below average.
- The accommodation is unsatisfactory because it restricts curricular opportunities and there is not enough space for administrative or management purposes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in October 1997. However, much of this has been achieved since the arrival of the new headteacher. Standards have risen in English and mathematics. There have been good improvements in lesson planning and teaching has improved and is now good. Test results for English and mathematics have been carefully analysed, and individual targets set for pupils to improve their learning. Regular assessments are carried out in order to evaluate progress thoroughly. There is now an appropriate curriculum for the children in the Reception year; teaching is good and children are achieving well. Staff receive good professional development, which is helping them to develop their management roles. The only area that has not improved is ICT, where standards remain below average. The school is aware of this weakness and it is being addressed by the new headteacher through the school improvement plan. New computers have recently been purchased to replace those which were old and frequently not working. The school is well placed to improve further and is on course to meet its targets, which are suitably challenging.

STANDARDS

The standards table relating to the 2002 National Curriculum test results at the end of Year 6 is omitted as fewer than 10 pupils took the tests. This is too small a number to make valid comparisons with national averages.

The standards of children in the Reception year are above average with most children likely to meet or exceed the Early Learning Goals by the time they start Year 1. Children are achieving well, except in the ICT strand of knowledge and understanding of the world. In the 2002 national tests taken by pupils at the end of Year 2, standards were well above average in reading, above average in mathematics and average in writing (there were few pupils with special educational needs in this year group). In comparison with similar schools, standards were well above average in reading, average in mathematics and well below average in writing. In science, teacher assessments showed standards to be below average. This reflected weaknesses in teachers' knowledge of levels in science, rather than a true reflection of standards. This has now been addressed through staff training. Inspection evidence shows that by the end of Year 2, standards are above average in mathematics and music and average in all other subjects except ICT where they are below average. Pupils are achieving well in mathematics and music and satisfactorily in all other subjects except ICT where their achievement is unsatisfactory.

In the 2002 national tests taken by pupils at the end of Year 6, results were in the lowest five per cent nationwide in English and mathematics and well below average in science. This was a very similar result to the year 2001. However, in the year 2000, results were well above average. This very much reflects the variations in the school's results depending on the number of pupils with special educational needs in any year group. It also reflects to some extent the turbulence the school was experiencing in terms of staffing and leadership at the time. Inspection evidence shows that by the end of Year 6, standards are now above average in mathematics, reading and music. They are average in all other subjects except ICT and geography where standards are below average. Pupils achieve well in mathematics, reading and music and satisfactorily in all other subjects except ICT and geography where their achievement is unsatisfactory. Current overall progress in English is good.

There is no significant difference in the attainment of boys and girls. Pupils with special educational needs make good progress against the targets set in their individual education plans in English and mathematics, but in all other lessons they make progress in line with their peers. Due to good teaching, good assessment and the setting of individual targets in English and mathematics, all groups of pupils are learning well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils, including those with special educational needs, are enthusiastic about school and demonstrate a high level of involvement in activities.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around the school and the school is an orderly community.
Personal development and relationships	Good. Pupils get on well with each other and their teachers. Older pupils willingly take on responsibility for younger pupils. Pupils are proud to belong to the school council and feel a responsibility to perform their role well.
Attendance	Good. Pupils are keen to come to school and arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 and learning is good. More than 2 out of every 3 lessons seen was good and none was less than satisfactory. All of the teaching seen in the Year 5/6 class was either good or very good. This is a good improvement since the previous inspection when teaching was found to be satisfactory overall but with one in ten lessons unsatisfactory. Teaching is good in English and mathematics and the national literacy and numeracy strategies are used well to plan work to meet the differing learning needs of pupils. Pupils enjoy these lessons and work hard. The main strengths in teaching are good subject knowledge, well planned and organised lessons, good relationships, imaginative use of resources and effective deployment of learning support workers who give valuable help to pupils, particularly those with special educational needs. In these lessons, pupils are motivated, keen to learn and put in a good amount of creative and intellectual effort. The main weaknesses in the otherwise satisfactory lessons were slow pace and not enough attention to pupils' differing learning needs. As a result, pupils tended to lose interest and become fidgety. Although very little direct teaching of ICT was seen, the teaching of ICT has been unsatisfactory over time because not all strands of the curriculum are taught, too little teaching of specific ICT skills is undertaken and consequently pupils have too few opportunities to learn new skills. Teaching and provision for children in the Reception year is good across all areas of learning except for the ICT aspect of knowledge and understanding of the world, where it is unsatisfactory. Very good features of the teaching are the very detailed planning and careful deployment of staff to ensure the needs of children are well met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The school does not meet statutory requirements to teach all strands of the ICT curriculum. Apart from this the curriculum is mainly broad and balanced. There are very good extra-curricular activities and strong links with the community.

Pre-Publication Report

Provision for pupils with special educational needs	Good overall. Pupils' individual education plans are of good quality and provide specific targets to improve their learning. Teachers and support staff work effectively with them to promote learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual, moral and social development is good and supports pupils' learning well. Provision for cultural development is satisfactory overall and pupils are appropriately prepared for life in a multiculturally diverse society.
How well the school cares for its pupils	There are good procedures for child protection, health and safety. Assessment procedures are good and are used well to inform curricular planning in English and mathematics.

The school has a good partnership with parents and they make a good contribution to the work of the school and their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The new headteacher is providing very good leadership and a clear educational direction for the work of the school. Staff are developing their subject responsibilities well and are working hard as a team in order to provide a good quality education for pupils.
How well the governors fulfil their responsibilities	Satisfactory overall. They are very supportive of the school and with the guidance of the new headteacher are developing their role in shaping the school's direction and in increasing their knowledge of its strengths and weaknesses.
The school's evaluation of its performance	Good. Teaching and curricular developments are monitored well in order to secure improvement. Performance data is analysed well and has been used to set individual targets for pupils in order to improve their performance.
The strategic use of resources	Satisfactory. Financial control is good and grants are used well to support the school's priorities. The principles of best value are applied satisfactorily.

The school is appropriately staffed and learning support workers provide effective support to pupils with special educational needs. Resources are satisfactory overall. The accommodation is unsatisfactory as there is limited space to store resources, no separate office space and the hall has to cater for many different activities.

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, behave well and are making good progress. • They feel comfortable about approaching the school with any issues and the school works closely with them. • The school is well led and managed, the teaching is good and children are expected to work hard. • The school is helping their children to become mature and responsible and provides an interesting range of activities for them outside lessons. 	<ul style="list-style-type: none"> • The amount of homework.

The inspection team agrees with all of the positive comments expressed by parents. In terms of what parents would like to see improved, the inspection team found that overall the homework provided was satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children on entry is fairly wide ranging but is average overall. However, given the small numbers involved within any one year group attainment varies depending on the number of pupils with special educational needs within that year group. For example, 5 of the 11 pupils in Year 5 have special educational needs. The children currently of Reception age started school with average standards. They are achieving well across the areas of learning due to the good curricular provision and teaching they receive. By the time they finish their Reception year they are on course to attain the Early Learning Goals in all areas of learning with a good number exceeding them. This is a good improvement since the previous inspection when provision and achievement were satisfactory.
2. The significance of comparative test results or teacher assessments as a measure of a school's performance depends on the number of pupils in a specific year group. Given the small year groups in this school (normally less than 10 in any year) and the variable number of pupils with special educational needs within any year group, too much emphasis should not be placed on any one year's test results.
3. In the National Curriculum tests taken by pupils at the end of Year 2 in 2002, results were well above average in reading, above average in mathematics and average in writing. Compared with schools with a similar proportion of free school meals standards were well above average in reading, average in mathematics and well below average in writing. Over a three year period standards have remained at least average and occasionally well above average in reading and mathematics. Writing has generally remained the weakest area, although average.
4. Inspection findings indicate that standards for pupils currently in Year 2 are above average in mathematics and music and average in all other subjects except ICT where they are below average. No overall judgment could be made on standards in physical education. This is a similar finding to that of the previous inspection except that standards have risen in reading, writing and music and have deteriorated in ICT. Given their average attainment on entry, pupils are achieving well in mathematics and music and satisfactorily in all other subjects except ICT, where achievement is unsatisfactory because the school is not meeting statutory requirements to teach all strands of ICT, not enough time is given to developing pupils' skills in using computers and it is not well enough used across the curriculum.
5. In the National Curriculum tests taken by pupils at the end of Year 6 in 2002, results were in the lowest five per cent in English and mathematics and well below average in science. This was a very similar result to the year 2001. There were a high number of pupils with special educational needs in both of these year groups. However, in the year 2000, results were well above average. This very much reflects the possible variations in the school's results depending on the number of pupils with special educational needs in any year group.
6. Inspection evidence shows that standards and achievement in Year 6 are average in all subjects, except mathematics, reading and music, where they are above average and ICT and geography, where they are below average. More recently, pupils' progress in English has accelerated due to more settled staffing; a well-organised and systematic approach to the teaching of English, structured guided reading sessions and careful attention given to individual pupils' needs. Personal targets, based on individual assessments of pupils, have been set, involving pupils in their own learning. As a consequence, overall standards are improving. As for Year 2, statutory requirements are not met for ICT, it is not taught enough and limited use is made of it across the curriculum. New ICT equipment has only been recently purchased and not all staff are confident in its use. Discussions with pupils indicate that computers they had in the past often did not work and they are now using computers more than previously. Standards in geography are below average as not

enough time is given to teaching it. Standards have risen in English and mathematics and deteriorated in geography since the last inspection.

7. Pupils with special educational needs achieve well against the targets set in their individual education plans. They are well included in the work of their class as well as benefiting from additional support. Through additional literacy support, pupils make good gains in areas such as reading. For example, records of pupils receiving additional literacy support showed that most pupils made fourteen months' progress in their reading in less than a year. Pupils with special educational needs achieve well in English and mathematics, partly because of the additional support they receive but also due to the quality of teachers' planning which ensures work is well matched to their needs. In all other lessons they make progress in line with their peers.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

8. Good improvement in the school's provision for spiritual, moral and social development has led to better behaviour and personal development since the last inspection.
9. As at the last inspection, attitudes to the school are good. Pupils show high levels of interest, enthusiasm and involvement in lessons and other school activities. For example, in a Year 3/4 English lesson, pupils were bursting to suggest what pronouns could be used to describe groups of animals and people. In a Year 5/6 history lesson, pupils were keen to listen to facts about garments worn in the decades between 1950 and 1980 and then try to classify a given garment. Pupils also show much interest and enthusiasm in lunch and after-school clubs. For example, sports, drama and nature clubs are all popular amongst pupils. Children in the Reception year are developing positive habits in their learning. For example, during one lesson they raised their hands to answer the teacher's questions about the worm in a short story and also listened well to others.
10. The pupils at this school are developing good manners and are courteous. Behaviour is good; it has improved from satisfactory since the last inspection. Pupils behave well in lessons, assemblies and at break-times. However, there are a small number of pupils that need supervision during independent work as they do not always stay on task. Pupils say that bullying is not a problem, but if it occurs they are confident that they can tell staff and it will be resolved. Pupils often discuss school and classroom rules. These factors contribute to pupils' good understanding of the impact of their actions on others. There were no exclusions at this school in the last academic year.
11. As at the last inspection, relationships between adults and pupils, and also between pupils, are good. Pupils collaborate well on group tasks. For example, in a Year 5/6 science lesson, pupils worked effectively in groups as they designed instruments and objects that made sounds. Pupils show much respect for the feelings, values and beliefs of others. This was evident in discussions with Year 3/4 pupils as they talked about the faith and beliefs of the Romans following a research exercise.
12. Personal development is good. Pupils respond well to responsibility. They carry out special tasks for their teachers and monitor duties conscientiously. The school council provides many good opportunities for personal development. Representatives of each class and year group are becoming mature, confident and responsible as they meet regularly to consider school issues. This forum has made valuable suggestions such as having a school newspaper where pupils and staff can contribute. They also suggested a 'literacy day' following the successful 'numeracy day'. The school has addressed the key issue of the last inspection regarding personal development by providing more opportunities for independent and collaborative teamwork on extended projects and problem-solving activities. For example, many pupils have carried out research and study in several lessons and at home regarding how Britain has changed since 1948.
13. Attendance is good. It has improved from satisfactory since the last inspection and is now above the national average. Parents confirm that their children like school very much and there is no unauthorised absence. Punctuality is satisfactory.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching in lessons seen was good across the school. More than 2 out of every 3 lessons seen were good or better and none were less than satisfactory. A review of pupils' work and teachers' planning from the start of the academic year reflects this good quality, particularly in English and mathematics, but also in music. All of the teaching seen in the Year 5/6 class was either good or very good. This is a good improvement in teaching overall since the previous inspection and reflects the hard work of the current headteacher and her staff. In the previous inspection, teaching was found to be satisfactory overall but with some unsatisfactory teaching observed. Teaching and provision for children in the Reception year show good improvement since the previous inspection as they are now good and well matched to their learning needs.
15. The quality of teaching and learning for children in the Reception year is good across all areas of learning except for the ICT aspect of knowledge and understanding of the world, where it is unsatisfactory. Lessons are very well planned, good relationships have been forged and class routines well established so that children feel comfortable within their learning environment and well motivated to learn. The teacher makes very good use of resources, including the wider school environment, to ensure children's' needs are met. Learning support staff are well informed and very well deployed to support and encourage the children and develop their skills and competencies. Children with special educational needs are quickly identified and given good support.
16. Teaching is good in English, mathematics and music across the school. It is satisfactory in history, religious education and science although good teaching was seen in these subjects during the inspection. This is because not enough attention is given to matching work to pupils' differing learning needs. There was not enough teaching seen to judge teaching in art and design, design and technology, geography or physical education. Although very little teaching of ICT was seen during the inspection, it is judged to be unsatisfactory over time.
17. The quality of teaching and learning in English and literacy is good. Lessons are well planned to match pupils' different learning needs so there is a good level of inclusion for all pupils. Teachers organise and manage lessons well and consequently pupils improve their performance and work hard. Good use is made of questioning to extend pupils' ideas and develop their speaking and listening skills. Teachers mark pupils work well, praising them for their efforts and highlighting areas for improvement.
18. The teaching and learning in mathematics and numeracy are good across the school. Teachers plan lessons well, make good use of resources and ensure that work is well matched to pupils' differing learning needs so that they are well catered for. Consequently, pupils concentrate well and work hard. Learning support workers provide good support to small groups of pupils, particularly those with special educational needs. Sometimes opportunities are missed to consolidate learning in reviews at the end of lessons.
19. Although teaching seen in science during the inspection was good overall, teaching over time is satisfactory as not enough attention is given to the differing learning needs of pupils and marking is not clearly focused on the scientific objectives of the lesson or in securing improvements in pupils' scientific knowledge and understanding. Teachers make very good use of resources to support their lessons and use good questioning to enable pupils to discuss their ideas and further their thinking.
20. The teaching of ICT has been unsatisfactory over time because not all strands of the curriculum are taught, too little teaching of specific ICT skills is undertaken and consequently pupils have too few opportunities to learn new skills. More specific planned teaching of ICT on a regular basis would improve pupils' skills and good training for staff prior to teaching lessons would benefit pupils and staff alike. Some use of ICT is currently made by staff and the headteacher works very hard, both to teach the subject to pupils and to support staff. There does, however, need to be a greater level of consistency and regularity in the teaching of the subject.

21. There are some aspects of teaching which distinguish good, very good or satisfactory lessons. In the good and very good lessons, teachers' planning is detailed and class organisation is good; consequently, pupils know what is expected of them and settle quickly to tasks. Work is well matched to pupils' different learning needs and very good use is made of resources to demonstrate ideas and consolidate learning. Teachers use questioning well to encourage pupils to think more deeply and observe carefully. In all these lessons there are good relationships and respect for individuals, which enable pupils to express ideas freely and take risks in their learning. In the satisfactory lessons the pace was slower, teachers were less enthusiastic and pupils were allowed to interrupt, which inhibited the learning of all pupils.
22. In literacy and numeracy, pupils with special educational needs are taught well, both by the teachers and support staff. All staff are clear about the targets in pupils' individual education plans and support them fully in achieving these. In most other subjects teachers' planning does not clearly state specific support and guidance for these pupils.

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

23. The quality and range of learning opportunities are satisfactory across the school.
24. The curriculum for children in the Reception year is based appropriately on the specified areas of learning for children of this age. It is carefully planned and this ensures that the youngest children in school have full access to a wide range of suitable experiences. Children are well prepared for their National Curriculum studies. This area of the curriculum has improved since the last inspection.
25. The curriculum is unsatisfactory overall for pupils in Years 1 to 6 as it does not meet statutory requirements to teach all strands of ICT and there is not enough coverage of geography in Years 3 to 6. As a result pupils are not achieving as well as they should in these subjects. Not enough time is given to the teaching of geography due to the heavy emphasis on subjects such as English. The issues in ICT are wide ranging. The school has only recently purchased new computers to replace old models, many of which were not working, so computer usage has been weak in the school over an extended period of time, current staff are not fully confident and not enough direct teaching is undertaken. Otherwise, the curriculum for pupils from Years 1 to 6 is mainly broad and balanced and as at the time of the previous inspection. However, a good improvement is the enthusiastic teaching of the curriculum and the good use of resources to support it.
26. Most subject policies are in place but they do not fully reflect the school's current position as they were not compiled by the current staff. The school has satisfactorily adapted national guidelines for schemes of work, ensuring coverage of the National Curriculum and religious education, and there is a daily act of collective worship. Through the two-year rolling programme in place, the school caters appropriately for the mixed-age classes. The quality of teachers' curriculum planning in Years 3 to 6 is satisfactory overall. It is good in English and mathematics, where work is well matched to pupils' different learning needs. Planning for pupils in the YR/1/2 class is good, ensuring that the needs of both Reception-age children and pupils in Years 1 and 2 are well catered for.
27. The curricular provision for pupils with special educational needs is good. Teachers' plans indicate how tasks are matched to meet pupils' individual needs, particularly in English and mathematics. Pupils receive good support from teachers and learning support workers. Planned activities take account of the targets in pupils' individual education plans. Additional curricular support is provided in the form of additional and further literacy support as well as small group support in mathematics.
28. The school makes satisfactory provision for personal, social and health education. Circle time lessons are timetabled, giving pupils the opportunity to view themselves in relation to others as they grow and develop. In this way, they begin to have an understanding of citizenship. There is

appropriate coverage of health education. Sex and drugs education are taught through 'circle time', health education and science. The school council is an effective body, giving pupils an opportunity to voice their opinion on a number of school issues. Pupils are involved in decisions which affect the school and work responsibly to improve their environment.

29. A wide range of after-school extra-curricular activities enhance and enrich the curriculum and are well attended by pupils from Year 1 upwards. These include football, netball, volleyball, drama, choir, music, and art and nature clubs. School staff both teaching and non-teaching lead these activities, together with parents and specialist coaches, supporting pupils well. The school enriches the curriculum further by arranging for a number of visitors to come into school, for example authors and artists. Visits are organised to places of interest such as the 'Cotswold Wildlife Park' to support pupils' learning. Pupils in Years 5 and 6 make a residential visit to the Kingswood Centre on the Isle of Wight where they take part in outdoor activities, ICT skills development and team-building activities. The range of extra-curricular activities is very good and a strength of the school.
30. The school benefits fully from its strong links with the local community. It has a good relationship with several local churches and clergy visit the school on a regular basis to take assemblies. Year 6 pupils form links with local businesses through the 'Forest education awards', an evaluation system to prepare pupils for transfer to secondary education. Good links have been established with the cricket club, amateur dramatic club, carnival committee and the senior citizens club. Pupils take part in local festivals and participate in sporting and musical events. They raise money at Harvest time for senior citizens and also support charities such as Oxfam and Barnardos. Links with other schools are good. The school works closely with other local schools in a cluster group and has held meetings with the secondary school to discuss art and design and science. Together the cluster of primary schools has made a successful bid to provide additional resources and training for ICT and the expressive arts.
31. Provision for pupils' personal, spiritual, moral, social and cultural development is good overall. This leads to good spiritual, moral and social development and satisfactory cultural development. The school has improved its provisions for spiritual, moral and social development by creating many more opportunities for pupils since the last inspection. A good example of this is the establishment of a school council.
32. Spiritual development is well provided for through religious services, general assemblies, circle time and within the wider curriculum. A strong spiritual environment is achieved in assemblies when candles are used. For example, a candlelit 'Christingle' procession was held recently. Pupils are introduced to the beauty of the world around them and are invited to think about and reflect on many important issues. They consider the achievements of others, the strength of the human spirit, poverty and suffering. Pupils are also invited to think about values such as friendship, teamwork and caring for others.
33. Provision for moral development is good. Pupils learn about others less fortunate than themselves and respond positively. For example, they carry out sponsored fund-raising and support many good causes and charities. Assembly themes are well developed and contain clear moral messages, allowing pupils to reflect on their own personal qualities. For example, assemblies have emphasized the importance of being fair, honest, trustworthy and forgiving. During the inspection the headteacher discussed the importance of 'making the right decision,' effectively using extracts from a video of The Lion King. The school has also done much work on racism and sexism in a moral context.
34. Provision for social development is good. This results in good relationships in school at all levels. There are many good adult role models in school upon which pupils can base their own behaviour and relationships. Many contacts with the wider community provide additional role models. For example, the forest ranger, police officer and work experience students often visit and work with pupils. A residential opportunity is organised each year for the older pupils to experience outdoor pursuits and activities. This enables them to develop co-operation and teamwork skills. The school has many responsibilities on offer so that all pupils can experience responsibility for others. For

example, Year 6 act as 'buddies' for younger pupils and help them during break times. Additionally, the wide range of extra-curricular activities and the school's strong links with the community promote social development

35. There is sound provision for pupils' cultural development. Several opportunities allow pupils to find out about various cultures, past and present, including their own. Pupils have good opportunities to learn about their own and other cultures through work in history such as the study of dance and clothes in the 1950's, Victorian toys and the lives of Ancient Egyptians. In art, they learn about the work of great artists such as Van Gogh. Pupils study several world faiths within religious education and celebrate different religious festivals. School trips include visits to theatres and places of historical interest. For example, the whole school recently went to the Everyman Theatre in Cheltenham to see a performance of Cinderella. Pupils explore our multicultural society through a variety of methods. For example, the beliefs of Muslims have been imaginatively considered as Year 5/6 learnt about Islam. Respect for the values and beliefs of others are fostered, for example, when studying the faiths of the Romans in their history work. However, discussions with some pupils show that they confuse religion with nationality, language and ethnicity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has made several good improvements to its policies and provision since the last inspection. This is a caring school, with a warm family atmosphere and good relationships between pupils and staff. The educational and personal support and advice given to pupils is good. Consequently, pupils are confident in their learning and feel well supported by the school.
37. Arrangements for inducting the youngest children into the school are good. They are gradually and sensitively introduced to school routines and consequently they settle in quickly. At the other end of the spectrum, Year 6 pupils are appropriately introduced to secondary school life, through very good links with secondary schools.
38. Arrangements for Child Protection and ensuring pupils' welfare, health and safety are good. This represents satisfactory improvement since the last inspection. The designated officer for Child Protection is appropriately trained and deals with any issues effectively. The local education authority's educational psychologist recently provided all staff with appropriate awareness training on this issue. There are good arrangements to inform staff about the school's policy and procedures. General risk assessments are comprehensive and carried out regularly. Accident and emergency procedures are effective in dealing with problems, including arrangements for giving first aid. Fire drills are appropriately recorded.
39. The school works closely and effectively with several external agencies in raising awareness of health and safety matters. For example, visitors include the police, fire service and school nurse. They regularly give talks to pupils on issues such as 'stranger danger', fireworks and road safety. In addition, Year 5/6 pupils are able to undertake safe cycling training.
40. Staff know pupils and families well and there are good procedures to monitor and support personal development. This represents good improvement since the last inspection, largely because of better record keeping. Pupils' records include clearly recorded targets upon which progress can be measured. The information includes attendance, behaviour, relationships and individual issues.
41. Procedures to monitor and improve attendance are good. The headteacher monitors attendance closely and the school updates a form regularly which enables easy identification of patterns and issues. Telephone calls are made on the first day regarding any unexplained absence. Pupils are given certificates for achieving 100 per cent attendance in a school term and this is a good incentive. Year 6 pupils receive their certificates from the Education Business Partnership.
42. Procedures for monitoring and promoting good behaviour are good. Appropriate records are maintained for instances of serious and bad behaviour. Any problems are closely monitored to ensure that improvement takes place. The school actively promotes good behaviour through its policy, circle time and assembly themes. Good use is made of rewards such as stickers,

certificates and entry into the 'golden book'. Good behaviour is also highly praised at 'Star Assemblies'.

43. There are good procedures for monitoring and supporting pupils' academic progress. The school has good, wide-ranging assessment procedures, especially in English and mathematics, which are used well to track and monitor the progress of pupils of all levels of attainment as they move through the school. For example, pupils' test results are tracked from when they enter Reception until they take national tests in Year 6. In addition, the school uses a series of standardised tests to monitor aspects such as reading. Reading records are efficiently kept and include comments both from teachers and parents. Data from each year's national test results are analysed and the information is used well to address identified weaknesses. These strategies indicate good improvement since the last inspection and have contributed to raising standards. In English and mathematics analyses are used to set curricular targets for each year group and these are adapted appropriately for different pupils. For example, literacy targets for a Year 2 pupil highlighted story beginnings and endings and presentation whilst for a Year 4 pupil, the targets were the use of clear images in writing with special attention to punctuation. Such individual targets are used in all classes. Pupils' work in English is moderated and a portfolio is kept to show samples of work. Assessment information is used well to inform planning in English and mathematics. Although regular assessments are undertaken in science, they are not yet used effectively to inform planning. In all other subjects, assessment procedures, although in place, are less refined and not yet used as efficiently to raise standards. However, the school has done much in this area in a very short space of time and now has a good assessment framework in place from which to move forward.
44. The school effectively identifies pupils with special educational needs and complies with the most recent national guidance on registering and assessing their needs. The recently appointed leader for special educational needs ensures pupils' specific needs are well documented, and appropriate learning targets set in clearly written individual education plans. There are good links with the educational psychologist, who has given staff training and arranged for speech therapy where needed. All staff involved in teaching and supporting pupils have access to the information they need about the pupils' and their learning targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The partnership with parents is good and this is a similar picture to that of the last inspection.
46. Parents have very positive views of the school. Replies to the inspection questionnaire, and responses given at the parents' meeting show that parents have much confidence in the school, its headteacher and staff. All parents replying to the questionnaire are pleased with leadership and management and the school's expectations for their children to work hard and achieve their best. They are equally pleased about behaviour and how the school helps their children to become mature and responsible. The great majority is pleased about teaching, their children's progress, how approachable the school is regarding any problems and the range of activities on offer outside of lessons. Although a significant proportion of parents do not think the school gives the right amount of homework, inspectors judge that provision is sound and supports learning satisfactorily. A few parents are concerned about information they receive regarding how well their children are getting on.
47. The quality of information to parents, especially about pupils' progress, is satisfactory overall. Pupils' annual reports generally provide satisfactory details about what pupils, know, can do and understand. Strong aspects of reports include information about personal development and target setting for future learning. The school prospectus and governors' annual reports are well presented and contain much detail about the school's policies and procedures. However, governors' annual reports do not contain all the necessary information; for example, regarding provision for disabled pupils. The school has addressed the issue in the last inspection about parents' awareness of homework expectations. It now provides parents with a copy of the homework policy and helpful booklets such as targets in numeracy for each year group. Useful curriculum information is sent out in advance in the form of lesson timetables. Bright and informative newsletters are sent home,

frequently giving useful information and dates to remember.

48. Parents of pupils with special educational needs are kept well informed of their children's progress. They are invited to attend termly reviews of their children's individual education plans and are always sent a copy of the up-to-date plan. They also receive information on their children's progress at parents meetings
49. The school has established a strong and warm relationship with parents. Links with parents are effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is also good.
50. The school has a strong home/school agreement. It clearly sets out the responsibilities of pupils, parents and the school. Virtually all parents have signed up to it. A high number of parents are governors of the school and this enables parents to have a strong influence regarding school development and any issues. The 'Friends' association is very supportive of the school. The group is highly successful in organising social and fundraising events. Their financial support has enabled the school to provide better facilities and learning resources such as screens for the hall, computer and audio equipment. Several parents help with school activities on a regular basis. They give their time very generously in supporting pupils in classrooms, listening to readers and with extra-curricular activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership of the new headteacher is very good and she ensures clear educational direction for the work of the school. She took up her post just over a year ago after a time of great turmoil in the school, which included three acting headteachers and staff absence due to sickness. In a short space of time, she has improved morale and taken the school forward. The staff currently in place, including the supply teacher who started in November, are working effectively as a team and are very well supported by the headteacher in order to achieve this. She has ensured that detailed planning is in place, there are clear schemes of work for subjects and lessons are planned effectively to meet the needs of pupils.
52. The management skills of the new headteacher are very good. The school has no deputy headteacher or senior management team and although there is only one permanent member of staff besides the headteacher, all staff are being trained to take on subject management responsibility. The recently appointed subject manager for mathematics and music provides good leadership and this is leading to good achievement in these subjects. She has been very well supported in order to acquire the necessary training to carry out her role. There is good management of the Foundation Stage that has led to significant improvements in this area. The headteacher oversees the development of subject leaders and also manages all other subjects and aspects of the curriculum. She has worked hard to ensure these are all at least satisfactorily in place. In this she has been largely successful except for ICT, where weaknesses remain, and geography in Years 3 to 6, where pupils do not achieve as well as they should. She has secured good improvements in reading through the structured approach to guided reading which she has introduced.
53. The leadership and management of special educational needs are good. The post holder has ensured that pupils with special educational needs have sufficient support, their individual education plans are clear and well structured and that all staff are clear about provision for them. Good procedures are in place and all requirements of the new Code of Practice are met.
54. The school improvement plan is a clear document which is evaluative and analytical. It clearly identifies priorities and the action to be taken. Governors have been fully involved in the process as well as all staff in order to secure a whole-school commitment to improvement. The plan would benefit from more specific measures of improvement so that these can be accurately judged.
55. The headteacher has put good systems in place for monitoring and evaluating the performance of the school. She has undertaken an analysis of tests in English, mathematics and science in order

to identify where standards need to be raised. Pupil's individual results in these tests have been scrutinised in order to set individual targets. These are monitored regularly and new targets set as required. The headteacher is making good use of observing lessons in order to improve the quality of teaching. She is rigorous in her analysis and this has already led to improvements as reflected in the good quality of teaching observed during the inspection.

56. Arrangements for the performance management of teachers are good and areas for development are linked to whole-school priorities. The school has rightly identified its priorities for development through the school improvement plan. By implementing this and building on the very good teamwork already in the school, the school has good potential for further improvement.
57. The governing body fulfils its statutory duties satisfactorily. The governors are very supportive of the school and, with the help of the new headteacher, are developing their role in shaping the school's direction. They have confidence in the headteacher but none the less are beginning to ask more searching questions. Meetings are held regularly and appropriate minutes are kept. There is a committee structure in place and governors visit school in a supportive capacity. However, they need to be more proactive in shaping the school's direction and in developing a critical awareness of its strengths and weaknesses.
58. Provision for inclusion is satisfactory overall. This is a similar picture to that of the last inspection. All pupils are encouraged to take a full part in lessons and other activities. This is particularly so for extra-curricular activities where pupils from Year 1 upwards have opportunities to be involved. Pupils with special educational needs are given good support to reach their specific learning targets. The school has an appropriate policy for race equality and takes opportunities to promote this through assemblies and personal and social education. There is good inclusion for pupils in English and mathematics as work is well matched to the wide range of learning needs within the mixed-age classes.
59. The school makes good use of new technology to support school administration. It uses a computer-based system effectively for tracking pupils' progress in most subjects including English and Mathematics, in relation to their previous test results. This is useful in helping the school to set future learning targets and to identify pupils whose progress is falling behind that of others. The headteacher has recently attended a training course to make better use of assessment information held on computer. The school also uses computer systems effectively for school planning and management information. However, the school's strategy to support pupils' learning through ICT is not developed enough.
60. The school's educational priorities are supported effectively through careful financial planning. The school secretary plays a sound role in supporting the headteacher in dealing with all financial matters regarding the budget. The headteacher checks all financial information for its accuracy, and provides the governors with good reports on the budget and related expenditure. She also checks the monitoring reports required by the local education authority. Spending decisions are based on the priorities set in the school improvement plan. Governors are fully involved in this process and know where major expenditure occurs. The finance sub-committee meets at least once a term to consider the budget position and review the summary of accounts. The headteacher is present at these meetings to provide any further advice and information.
61. The school had an Internal Audit carried out in June 2002 where several recommendations were made. An action plan was produced to address the recommendations and the school is making sound progress in this regard. The school has successfully managed its budget for several years without running into a deficit situation. A large under-spend is forecast for the current financial year. This is due to additional funds provided by the local education authority to help the school through staffing and absence issues. The school is working closely with the local education authority regarding spending plans for this potential under-spend. Very good fund-raising by the local community enables the school to provide additional learning resources for pupils. However, accommodation is a major issue for the school restricting learning, particularly because classrooms are too small. The school has planned the way forward as best it can in the school

improvement plan, but clearly it does not currently have access to the funds necessary to resolve the accommodation problems.

62. The principles of best value are practised satisfactorily overall. The school evaluates its performance in national tests but does not yet compare itself with similar schools in terms of costs. It consults with parents appropriately; for example, on improvements to the premises. The school seeks competitive tenders for all major works and substantial expenditure.
63. The school provides good teaching, a strong ethos and good provision for personal development. This helps to ensure that pupils have good attitudes to school and work well together. Costs are very high; the school therefore gives satisfactory value for money.
64. As at the last inspection, the school has an adequate number of appropriately qualified teachers and learning support workers to match the needs of the curriculum and pupils on roll, including those with special educational needs. There is much emphasis on training with a high level of training carried out to meet the personal and professional needs of staff. Through this training, the school has addressed the last inspection issue regarding professional development. There are good arrangements to induct new staff to the school, including mentoring. They are also provided with good written information and details about the school's policies and procedures. The support staff are adequate in number and provide good support to the smooth running of the school.
65. Accommodation is unsatisfactory as it was in the last inspection. Classrooms are too small to allow pupils the space they need for all subjects. For example, science, design technology and physical education are taught in cramped conditions. The hall is also too small. Storage is a problem and this wastes learning time as activities are set up. There is no separate library and this restricts the development of personal study and research skills. There is no staff room, hardly any office space and the headteacher's office is too small. Outdoor play space is generally satisfactory but there is no secure fenced-off space for the youngest children. The school benefits from large grass playing fields to support physical education. Displays of pupils' work are effective in stimulating enquiry and supporting learning. The available accommodation is well used and kept clean and tidy.
66. As at the last inspection, learning resources are satisfactory overall. They are unsatisfactory in physical education as there is not enough large apparatus to extend older pupils in gymnastics. The school makes very good use of its own resources and good use of the museum and library services for loans to support learning. The school has improved learning resources for special educational needs by providing more since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and further improve the quality of education for its pupils the headteacher, staff and governors should: -

1. *Improve standards in ICT across the school by ensuring that:

- all strands of ICT are taught
- the subject is regularly taught
- pupils have opportunities to practise and develop their skills
- pupils use their ICT skills across the curriculum.

(Paragraphs 4, 6, 20, 52, 70, 76, 86, 91, 9, 112, 116, 117, 118,126)

2. Improve standards in geography at the end of Year 6 by ensuring that:

- enough time is given to teaching the subject
- pupils develop the appropriate range of geographical skills.

(Paragraphs 52, 109,111)

3. Improve the accommodation by:

- continuing to explore funding opportunities in order to create a better learning environment
- reviewing storage of resources.

(Paragraphs 66, 86,103, 130)

In addition the governing body may wish to include the following for possible inclusion in its action plan:

- ensure the annual parent governor report meets all reporting requirements

(Paragraph 47)

- provide a better match of work to pupils' learning needs in science and the foundation subjects.

(Paragraphs 16, 97, 136)

*This is already identified as an area for improvement in the school development plan

PART C: SCHOOL DATA AND INDICATORS**Summary of the sources of evidence for the inspection**

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	13	6	0	0	0
Percentage	0	14	59	27	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. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

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)	70
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	16

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance**Authorised absence**

	%
School data	5.2

Unauthorised absence

	%
School data	0

Pre-Publication Report

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Pre-Publication Report

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	11	4	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	14	14
Percentage of pupils at NC level 2 or above	School	100 (100)	93 (100)	93 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	12
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	80 (100)
	National	85 (85)	89 (89)	89 (89)

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

The requirement to report on standards at the end of Year 6 is lifted because the number of boys and girls in the year group is 10 or fewer.

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	68	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	19.4:1
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	41.25

Financial year	2001/2
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	£
Total income	191974
Total expenditure	193035
Expenditure per pupil	3016
Balance brought forward from previous year	16404
Balance carried forward to next year	23200

FTE means full-time equivalent.

Pre-Publication Report

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	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	70
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	13	3	0	0
My child is making good progress in school.	66	28	3	0	3
Behaviour in the school is good.	37	63	0	0	0
My child gets the right amount of work to do at home.	32	53	11	4	0
The teaching is good.	71	21	3	0	5
I am kept well informed about how my child is getting on.	53	37	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	84	13	3	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	55	37	5	3	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	68	29	3	0	0

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

67. Children start school at the beginning of the academic year in which they will be five. They are accommodated in a class that also contains Year 1 and 2 pupils. When they enter the school the children are assessed using a standardised test for children of this age group which shows that attainment on entry varies year to year but is on the low side of average overall.
68. The curriculum is broad and balanced and well suited to their needs. This is a good improvement since the last inspection when the school was required to secure improvements. Although in a class with Year 1 and 2 pupils, the very conscientious efforts of the class teacher to provide for them is fully meeting their needs.
69. The quality of teaching and learning is good across the areas of learning except for the ICT element of knowledge and understanding of the world and this is a good improvement since the previous inspection when teaching was found to be satisfactory. Lessons are well planned and good use of made of resources. For example, a naughty puppet is used very well to interest children in activities. Children are managed well and basic skills are effectively taught. The learning support worker plays a crucial role in supporting the work of these children. She is well briefed on her role and carries it out conscientiously. She works well with the children and has a good understanding of their needs. Occasionally she does not give the children enough time to respond and this inhibits their speaking skills. Good use is made of the whole school environment; for example, the children are taken outside for number activities involving jumping and walking and the school hall is used so that they can have their own music lesson. They also go outside to play with wheeled vehicles. Children with special educational needs are well supported by the class teacher and the learning support worker and as a result achieve well.
70. By the time they reach the end of the Reception year most children are on course to attain the Early Learning Goals with a good number exceeding them in all areas of learning except for the ICT aspect of knowledge and understanding of the world. They are achieving well except for their knowledge and use of computers.

Personal, social and emotional development

71. Children achieve well and this reflects the strong and successful emphasis of this area of learning, together with the good, skilful teaching in it. Staff use a common approach to give focused support to children in order to develop their independence and personal and social skills. They use this to good effect in managing the children and planning and organising classroom resources used for learning activities. As a result of this, although the children have only been in school just over one term they move confidently, purposefully and happily about the classroom, are keen to join in activities and respond well to instructions. They are gaining a good degree of independence already. One reason for this is that appropriate activities are structured, interesting and well matched to the children's needs. For example, the story of 'The Ugly Duckling' led to painting activities where children discussed their finished work confidently. A good range of resources are used within the classroom, creating a stimulating context for learning. These also help children to concentrate well for appropriate periods. For example, the 'Travel Agents' provides an attractive role-play area, where children can travel to different lands, using the passports that they have made.
72. Most children play and work together in a friendly manner. They are willing to share, take turns and have opportunities for paired work, particularly in discussion times. Children take part in group activities, generally remaining on task. Some children still require support in this area and staff are aware of this. Children tidy up quickly, know where equipment is stored and generally clear away unaided. The class teacher and the learning support worker support children well in their personal, social and emotional education

73. Most children show a good awareness of acceptable and unacceptable behaviour in the classroom. Staff manage children's behaviour positively and consistently. This fact contributes to the good relationships they have with the children. The classroom environment provides security and an atmosphere in which children flourish. Staff questioned children well to help them to think ahead, relating their play to their learning, as well as an enabling them to express their feelings. For example, they ask, 'What do you see? How does this feel? What have you used this for?' All of these factors serve to enhance the good achievement of most children in this area of learning.

Communication, language and literacy

74. Staff make good use of the many planned opportunities to help children improve their speaking and listening skills. They encourage children to reply in complete sentences; for example, 'I am making a jellyfish'. In 'circle time' they take turns to speak, showing awareness of others as well as themselves. Staff take care to ensure that children understand the meaning of new words they introduce and some children are developing a wide vocabulary, such as the child who described her painting as 'colourful'. Children enjoy listening to stories. They are learning to understand that text has meaning and to handle books appropriately. An example was the good response to the use of an extract from the big book, 'Here are Grandma's spectacles.' They are encouraged to take reading books home every night and reading records indicate that they receive a good level of support from parents. Children achieve well in reading, as a variety of methods are used to help them. The sounds of letters and whole words are taught in a well-structured way. Most children recognise the initial sounds in words of letters that they have learnt. Average and higher attaining children can use the pictures in a book to understand the story they are reading. Some higher attaining children are able to discuss the characters and events in their stories and are beginning to use their knowledge of initial sounds to write words independently. They write a few simple words with recognisable letters and can write their own names clearly. The classroom environment stimulates children in this area of learning, helping with alphabet sounds, captions and simple sentence construction. In a literacy session the children worked with the sound 'qu', relating this to the traditional tale of 'The Ugly Duckling'. Pupils traced the sound with their fingers before writing, ensuring correct letter formation. Staff value the children's efforts in writing, encouraging them to 'read' it to them. As a result, children are beginning to be keen and confident writers.

Mathematical development

75. Children improve their knowledge and understanding of mathematics through a wide range of activities and games. Higher attaining children read and write numbers to 20 and beyond. They have a clear understanding of the order of number and quickly recognise which number is missing from a sequence. They carry out simple addition and know how to count on. Average and lower attaining children order numbers to 10, recognize which number is missing from a sequence and know whether numerals are the correct way up. They enjoy number songs such as 'Ten Green Bottles' and carefully use their fingers to carry out the subtraction involved in this task. Most have a good idea of the terms 'shorter' and 'longer' and explore the dry sand to empty and fill containers. They have worked with three-dimensional shapes and know and recognise simple two-dimensional shapes such as squares and circles. Staff make good use of the outside environment to support mathematical work. For example, as part of their counting activities children went outside and jumped ten times, they also estimated how many strides they would take to get from one place to another.

Knowledge and understanding of the world

76. Children develop their knowledge and understanding of the world around them through their play, prescribed activities, contributions from visitors and observations of the world around them. Already many of them know that there are healthy and unhealthy foods. They know that fruit and vegetables are better for them than crisps. They have opportunities to observe and talk about living creatures through activities such as observing the live ducklings that were brought into school. A visit from the local policeman helps them learn about keeping safe, especially when using the road. In their collage work on the seaside they learn to investigate some of the properties of the glues they are using, such as which glue is most effective for certain materials. They have some

idea of natural and man-made materials and attempt to explain the differences. Through their role-play in the 'Travel Agents' they develop their knowledge of the wider world; they learn about different destinations, the need for passports and labels for suitcases. They prepare to visit certain animals on holiday, inviting other children to join them. Through visits to church and celebrations such as Harvest Festival, they develop their understanding of special places and events in the lives of Christians. The main weakness in this area of learning is the limited opportunities children have to use computers in order to develop their skills.

Physical development

77. Children enjoy moving freely outdoors to run and jump and move in a range of different ways. They enjoy using the wheeled vehicles in the playground and ride them competently and with good use of space. However, the tricycles are very small and this makes them difficult for the children to ride as their movements are restricted by the size of the cycles. The children show good control of small movements; for example, when cutting sticking and gluing to make their holiday pictures. They demonstrate a good level of skill in this and also when using pens, pencils and crayons. Almost every child holds a pencil with the correct firm grip, which helps them to make well-formed letters when writing their names. When singing songs such as 'Heads, Shoulders, Knees and Toes' they carry out the actions with a good level of accuracy and co-ordination.

Creative development

78. Staff provide good opportunities for imaginative play. The 'Travel Agents' is popular, giving good opportunities for role-play. In their art work, children use paint imaginatively, draw portraits for the 'Friendship Tree', learn simple weaving, and make clay teddies. Some children experiment with mixing colours in their painting. A child painting a picture of a duck decided to mix colours to see just what happened. Children enjoy singing songs and rhymes, especially action songs. They are familiar with the words and actions to the 'Okey Kokey' and 'Heads, Shoulders, Knees and Toes', responding with enthusiasm. They listen carefully to the music, which is played on a tape. Pupils have good adult support in musical activities and are encouraged to guess which song will come next. Children are gaining confidence to perform for others. For example, one child wished to sing 'Mary had a little lamb' for the group. This song was performed clearly and tunefully.

ENGLISH

79. Standards are currently average overall in Year 2 and Year 6 and pupil achievement satisfactory. Standards are above average in reading by the end of Year 6 and pupil achievement is good. More recently, pupils' progress has accelerated due to more settled staffing, a well-organised and systematic approach to the teaching of English, structured guided reading sessions and careful attention given to individual pupils' needs. Personal targets, based on individual assessments of pupils, have been set, involving pupils in their own learning. As a consequence, standards are improving. This is a good improvement since the previous inspection when standards in English were below average across the school and pupil achievement unsatisfactory.
80. Standards in speaking and listening are average overall. In all classes pupils have well-planned opportunities to develop their speaking and listening skills. By Year 2, many pupils are gaining confidence in sharing their ideas. They answer questions using full sentences and the strategy of using partners to discuss their work and then feed back to the class has helped to ensure improvements in listening skills. Pupils clearly enjoy conversing with other pupils and adults and do so readily. All pupils are well supported in speaking and listening, including those with special educational needs. In one lesson, a puppet was used to encourage pupils to talk. They were stimulated by the puppet that made mistakes, and were eager to correct them. By Year 6, pupils are communicating well and adapting their speech for different audiences. Pupils ask questions to clarify points, leading to greater understanding of tasks. They use adjectives like 'crashing' (waves) in the settings of their stories, recognising that language can create suspense and a build-up in a narrative. In literacy sessions, they improve their use of words in order to hold the reader's interest. For example, in their work on 'Mystery stories', pupils developed their vocabulary to create imagery such as, 'The sound of lightning and crashing waves buzzed in Sally's ears.'

81. In Year 2, most pupils read their books well. Lower attaining pupils enjoy stories, are able to talk about them and anticipate what might happen next. They know a range of common words, sound out words which are unfamiliar and use picture clues to help them understand the events in a story. Higher attaining pupils read with greater fluency and are beginning to use expression and pay attention to punctuation, such as speech marks, altering their voice accordingly. They discuss characters and talk about the plot, advancing their opinions confidently. Most pupils understand title, index and page, and use simple dictionaries appropriately. Pupils are familiar with non-fiction books as well as fiction and average attaining pupils are able to describe their favourite stories. For example, one pupil's favourite story is 'Dogger'.. By Year 6, standards in reading are above average. Most pupils are confident and fluent readers. Many are familiar with a range of authors and talk enthusiastically about their favourite books, explaining why they enjoy them. One pupil whose favourite author is JK Rowling says that the main character in the book often feels as she does and she wants to say, 'don't go there' when dangerous events occur. Pupils use reference books to retrieve information and research topics. Pupils who find reading more difficult read successfully at their own level and show great confidence. For example, a Year 3 pupil enjoys 'Doctor Zeuss' stories and talks about them with enthusiasm. Guided reading is used well to improve reading skills and pupils in Year 6 happily explain what happens in these sessions – 'we make predictions, explore feelings, discuss characters and consider what strategies the author has used to get us interested in the story'.
82. Most higher and average attaining pupils in Year 2 understand and often use capital letters and full stops, and some handwriting is joined. They form their letters correctly but in some books, presentation of work needs greater care. Many are beginning to write imaginatively, joining their written ideas with phrases to move their stories on. Lower attaining pupils write simple phrases but handwriting is not well developed and work is sometimes poorly presented. A review of pupils' work over a period of time indicates that pupils have a wide experience of writing covering subjects such as letter-writing, instructions, traditional tales and poetry. By Year 6, pupils understand the beginning, middle section and endings of stories. They show how actions and events may be developed. Spelling is generally accurate but when writing independently some pupils do not take care with punctuation and handwriting as they are not routinely checking their work for careless errors. Pupils are beginning to write using paragraphs and edit and revise their work on occasions to produce more extended pieces of work. Higher attaining pupils use more complex sentence structures to express ideas. Most organise their ideas well and structure their sentences appropriately. Many pupils use dialogue, adjectives and adverbs and imagery to enliven their writing. Other pupils are able to express their feelings in narrative. For example, a pupil who had lost a grandparent wrote, 'Inside me, I was emotional'. Another pupil expressed feelings in verse, 'I'd just like some love from the Heaven above'.
83. Overall, pupils' current rate of learning is good. By Year 2, pupils steadily develop their reading, spelling and handwriting skills through a broad range of experiences. Similarly, by Year 6, pupils are generally becoming fluent readers, spell accurately, punctuate appropriately and write legibly. All pupils have equal access to the English curriculum and pupils with special educational needs make good progress. They benefit from tasks that are adapted for them, additional support from teaching assistants and regular small group teaching for literacy through additional and further literacy support.
84. In almost all classes, pupils have positive attitudes to English. They are keen to answer questions and discuss ideas. However, during discussion periods some older pupils do not wait to listen to the views of others and call out repeatedly, stopping the flow of the lesson. In all classes pupils work well when set tasks and often show a good degree of independence. Pupils relate well to one another and are polite. In Years 5 and Year 6, some pupils do not take sufficient care with presentation in writing.
85. The quality of teaching is good overall. Activities are carefully planned and structured. Teachers plan lessons to match the different learning needs of pupils and this enables all pupils, including those with special educational needs and high attaining pupils, to produce good work. Teachers establish a highly purposeful learning environment, use skilful questioning to extend pupils'

thinking and learning and develop their speaking and listening skills well. For example, in a Year 6 lesson, the teacher encouraged pupils to explore language. This prompted several pupils to suggest phrases such as 'never ending wind,' when describing the weather and 'ever moving, they swayed from side to side', to describe the trees. The quality of marking is generally good and some marking suggests improvements. This helps pupils to improve their performance. Pupils who try hard are readily praised and this encourages further effort. Teachers make sound use of pupils' literacy skills in other subjects such as religious education, history and science.

86. Leadership of the subject is good. The school's systems for planning are effective and the National Literacy strategy is being fully implemented. The school's targets for literacy are realistic and the school is making good progress towards achieving them. The use of personal targets throughout the school is contributing towards this. The subject leader oversees teachers' planning and monitors the standards of pupils' work across each year group in order to focus on improvement. There are good systems for assessing pupils and tracking their progress in relation to tests as they move through the school. Many resources are good and are being well used. The school and classroom libraries have a fair range of books with a multicultural flavour, but lack of space restricts display. ICT was only seen in use in one class during the inspection and there is little evidence that it is used to enhance literacy skills. The subject leader recognises this as an area for future development.

MATHEMATICS

87. By the end of Year 2 and Year 6, standards are above average and all pupils, including those with special educational needs, achieve well. This is a good improvement since the previous inspection when standards were found to be average and pupil achievement satisfactory. The school is working hard to improve standards in mathematics; test results are analysed, individual targets set to ensure improvements and work is generally well matched to meet their learning needs. Pupils' work is marked against the targets set and progress towards them monitored. Additionally there are booster classes for pupils in Year 6, focusing on areas for improvement. These measures are enabling pupils to achieve well across the school. There is no significant difference in the performance of boys and girls.
88. Current work shows that higher attaining pupils in Year 2 can add and subtract using numbers within 100 and have some knowledge of multiplication. They can count in 10s and recognise odd and even numbers. They have knowledge of two and three-dimensional shapes and their properties and use standard units of measure. Most can recognise and match the number word to its written equivalent. They quickly count on and back in 10s and enjoy playing games involving counting on and back. Average and lower attaining pupils write numbers up to 100, count in 10s and add two-digit numbers. Although they use money for addition and subtraction purposes, they find this more difficult. They recognise simple fractions of numbers and are beginning to use standard units of measure.
89. Current work of pupils in Year 6 shows that higher attaining pupils solve problems involving averages, work with numbers to two decimal points, multiply and divide large numbers and know how to find the area of complex shapes. They find fractions of numbers and know how to work out equivalence and the lowest common denominator. They know how to solve problems and apply their mathematical knowledge to a variety of these; for example, problems involving the use of train timetables. Average and lower attaining pupils multiply and divide numbers, order fractions and use a variety of methods for their calculations. They work out the area of regular shapes, convert analogue to digital time and have solved a number of problems involving difference. Most have a good knowledge of their tables, which helps with their mental calculations. For example, when using the computer they have to use these skills to calculate the output of computer-generated problems.
90. The quality of teaching across the school is good. A review of pupils' work since September confirms this. The good aspects of teaching observed included good lesson planning with clear learning objectives and good questioning to encourage pupils to explain their strategies and encourage them to think about possible solutions. All teachers make very good use of resources

in order to provide interesting and stimulating lessons. For example, in Year 6 pupils were presented with a mystery number and a number of questions to help them find the answer. In a Year 1/2 lesson pupils had a variety of number games which they enjoyed playing. This led to good gains in their mathematical understanding. Teachers use praise well to encourage pupils to participate and reward them for their contribution. All teachers use mathematical vocabulary appropriately and pupils have a good understanding of terms such as 'estimate', 'calculate' and 'digits'. In most lessons pupils are enthusiastic and enjoy the challenge of the activities set and concentrate well on individual and group tasks. Sometimes teachers do not make enough use of the mental start to the lesson to set a brisk pace or focus enough on strategies used by pupils. Occasionally, reviews are very brief and do not fully consolidate what has been learned.

91. Pupils use their numeracy skills satisfactorily across the curriculum; for example, when they carry out accurate measurements and use line graphs in science. Only one lesson seen included the use of ICT - in the Year 5/6 class - and no evidence was found in the review of work. ICT is underdeveloped in this subject. Mathematics makes a good contribution to pupils' social development through the opportunities given for pupils to co-operate with each other and play mathematical games.
92. The new subject co-coordinator is providing good leadership and is enthusiastic and committed to improvements in the subject. She has been very well supported in developing her role through opportunities to attend courses and advisory teacher support from the local education authority. Assessment procedures are good and used well to inform planning and set individual pupil targets. There is an appropriate level of resources for teachers to use in teaching the curriculum and these are well used.

SCIENCE

93. Standards in science at the last inspection were average in Year 2 and above average in Year 6. Currently standards are average in both Year 2 and Year 6. Given the small size of the year groups it is difficult to realistically compare standards from year to year. However, all pupils, including those with special educational needs, are achieving satisfactorily overall and this is a similar finding to that of the last inspection.
94. By the end of Year 2, pupils know and name the main body parts and have a sound knowledge of basic human characteristics. They know what their senses are used for and complete a simple table of results of an experiment showing their use. Most know what is required for a healthy diet and are aware that sweets and crisps do not form part of it. Through simple experiments using a variety of drinks, they discover which of these are damaging to their teeth. They classify objects according to what they are made of and how they are used. They make good use of book resources to help with their investigations in to man-made and natural materials.
95. Pupils in Years 3 and 4 further develop their knowledge and understanding of the human body by naming the main bones of the body and learning about how their joints work. They learn to experiment and investigate issues such as whether there is a relationship between the length of arm and leg bones and the height of a person. Most are clear about the difference between man-made and natural materials and in their current work are learning that rocks occur naturally. They name and describe the appearance and characteristics of a variety of rocks. Pupils are very interested in the topic of rocks and many have carried out their own research work at home. Pupils in Year 6 identify and solve problems such as getting dirty water clean, complete line graphs to show the varying temperatures of cooling water and label diagrams appropriately. In their work, they use technical vocabulary such as 'evaporation', 'water vapour', 'vibrate' and 'amplify' appropriately and naturally in their work. Most know that some chemical changes are irreversible while others, such as ice melting, are reversible. In the lesson seen, pupils learned that sound travels in waves and through experimentation discovered the best materials for muffling sound. During the whole-class session pupils watched the teacher very carefully in order to observe vibration as a result of sounds made. This early in the term not all aspects of science have been covered and the review of work only covers last term. However, planning shows that all the

attainment targets will be covered through the school's conscientious use of national guidelines for planning the curriculum.

96. The quality of teaching and learning in lessons seen was good. However, over time, teaching is satisfactory as not enough attention has been given to extension activities in order to challenge higher attaining pupils and marking does not focus clearly enough on the scientific skills acquired or areas for development. This is an improvement in teaching since the last inspection when it was mainly satisfactory with some that was unsatisfactory. Teachers have good subject knowledge and lessons are planned satisfactorily. As a result, pupils clearly understand what they are doing and are focused on their tasks. In the Year R/1/2 class planning is very detailed to ensure that the needs of Year 1 and 2 pupils are met as well as the very different needs of children of Reception age. This results in good inclusion for all. Teachers manage pupils well and pupils are keen to contribute and take part in experimentation and investigation. For example, in the Year 5/6 class pupils were very enthusiastic and keen to contribute, sometimes to such an extent that they found it difficult to wait their turn in explaining what they had noticed. Teachers question pupils well in order to challenge and deepen their knowledge. However, assessments which teachers carry out on a regular basis are not yet used effectively to match tasks to meet the needs of all pupils.
97. Pupils use their numeracy skills satisfactorily in science. In Years 3 and 4 they measure the length of body parts using centimeters and in Years 5 and 6 they use line graphs to record temperature. There was limited evidence of their use of literacy to support science. Science promotes pupils' social development well as they frequently work in pairs or small groups. This was particularly noticeable in a lesson in the Year 3/4 class where pupils had to collaborate as a group in order to come to decisions about which statement best described certain rock types. In Years 5 and 6 there are good links with design and technology through linking the making of musical instruments with science work on sound. There was very little evidence to show that ICT is used in any way to support the science curriculum – only one block graph in the Year 5/6 class. This is unsatisfactory.
98. The subject leader is new and has many other responsibilities. However, she has ensured that appropriate planning is in place and skills and knowledge are taught sequentially. She has ensured that science assessments are regularly carried out and that all teachers have had training in order to make accurate assessments. This is a good improvement since the last inspection. Assessment is used well to identify gaps in pupils' knowledge and understanding but is not used effectively to match work to pupils' differing learning needs and this is a similar finding to that of the previous inspection.

ART AND DESIGN

99. As no art and design lessons were observed during the inspection, it is not possible to make an overall judgment about the quality of teaching. Other evidence was gained from a review of work, documentation, school displays, photographs and discussion with the subject leader. These findings indicate that standards are broadly average by the end of Year 2 and Year 6 and pupils achieve satisfactorily. This is a similar finding to the previous inspection. All pupils have equal access to the subject and suitable support is given to pupils with special educational needs.
100. In Year 1 and Year 2, pupils make appropriate drawings and patterns, involving autumn leaves, hand prints and shapes. They handle and mix colours in the making of masks and portraits of partners. Pupils widen their experience when they use clay in the making of pots. A large scale collaborative picture with a snow theme is displayed in the hall, showing evidence of group work in the subject. By Year 6, pupils are gaining in confidence. They know how to sketch and have studied famous artists like Leonardo da Vinci and Van Gogh in their work on portraits. Work is more detailed and shows greater control of media. Samples of work include patterns and illustrations as well as three-dimensional models of Tudor houses and a mosque, forming a link with history and religious education respectively.
101. Teachers plan a cross-curricular approach to art and design. This is evident in planning documents linked to topic work such as 'ourselves' or 'travel agents'. A link with English can be seen with the

illustration of traditional stories such as Cinderella. The outside environment is used for texture work such as grate rubbings. Natural objects are used for large-scale work. Pupils use a range of media including chalk drawing on concrete and the use of pastels. Pictures link mathematics with art and design with repeating patterns and three-dimensional shapes. Personal portfolios contain favourite artwork chosen by pupils as they move through the school. These show the range of work completed and achievement over time from Year 1 to Year 6.

102. From the review of pupils' work and discussion, it is evident that most pupils by Year 2 and Year 6 work with care at their own level, complete tasks satisfactorily and have a positive attitude to this area of the curriculum.
103. The subject leader has been in post for a short time but already has an overview of the subject. There is a weekly art club for pupils in Year 1 and 2. This is well attended and led by the subject leader. Pictures are kept for pupils attending the club and show a wide range of subject matter. Art and design resources are satisfactory but lack of space within the school causes storage problems. There is some evidence of the use of ICT to create patterns but no use of ICT was seen during the inspection.

DESIGN AND TECHNOLOGY

104. Only one design and technology lesson was seen during the inspection. Evidence for the report is based on a review of pupils' work, work exhibited round the school and discussion with pupils and staff. The standards reached by the end of Year 2 and Year 6 respectively are average and pupils achieve satisfactorily. This is a similar finding to the last inspection.
105. By Year 2, pupils are developing skills of cutting and fixing and use them in their work with simple puppets. A link is made with religious education when pupils create a design for 'Joseph's coat of many colours'. Photographs are available to record the finished products which demonstrate good interpretations of their designs. Younger pupils are introduced to cooking and write recipes to show the steps taken in the making process.
106. By Year 6, pupils have a wide experience of making and designing. Pupils evaluate their work in design and technology, as seen in their bread making evaluation folders. These are clearly presented with photographic evidence. Pupils use their senses to appreciate the taste, sight smell and touch of the bread that they have made. Pupils' comments are added: 'I would put the chocolate inside and not put seeds on that are so small'. The rate of learning by Year 6 is satisfactory, because skills are being developed in a progressive way. Pupils are given the opportunity to select from a wide range of appropriate materials, plans are clear and evaluation discerning. In the very good lesson seen in the Year 5/6 class, pupils made musical instruments. Their designs were of good quality and used materials creatively. The teacher used questioning very well to challenge pupils and lead them to think clearly about the designing task; for example, 'Are these the best materials for the job?' The teacher made good use of resources to emphasise teaching points and to encourage pupils to think carefully about the appropriateness of the material they were proposing to use.
107. No judgment can be made on the quality of teaching as only one lesson was seen during the inspection. Discussions with pupils indicate that they have a positive attitude to the subject. One pupil likes design and technology because, 'it's fun to do'. In the one lesson seen attitudes were very good. All pupils have equal access to design and technology and pupils with special educational needs particularly enjoy the 'hands-on' approach to lessons.
108. The subject leader is new to the post, so has had little time to have an impact on the subject. However, the subject is managed at least in a satisfactory manner as the evidence of pupils' work shows techniques that support satisfactory achievement. The subject contributes well to social development. For example, pupils are encouraged to work together in small groups. Personal portfolios show that although ICT has been used in order to try out new ideas, this area of the subject is generally underdeveloped.

GEOGRAPHY

109. No geography was taught during the inspection and consequently no judgment can be made about the overall quality of teaching. Judgments are based on discussions with teachers, a review of pupils' work, displays and planning documents. These indicate that standards are average at the end of Year 2 and pupil achievement is satisfactory. They are below average by the end of Year 6, where pupil achievement, including that of pupils with special educational needs, is unsatisfactory. The reason for this is that the school has concentrated curriculum time on successfully raising standards in English and mathematics. As a result, less time and attention has been given to geography. While the geography curriculum broadly meets statutory requirements, there is very little evidence of written recording. This fact makes it difficult for pupils to apply, consolidate or extend their learning effectively. Teachers do not make the most of the many opportunities in the subject for pupils to practise their writing skills in the many different forms the subject allows. This is a deterioration in standards at the end of Year 6 since the previous inspection.
110. By Year 2, pupils can talk about islands. Through the use of a story and video they understand this concept. They visit the local area and can describe special features, such as forests. Pupils understand that hills and mountains are high areas. They realise that more people live in cities than the countryside and can name the country where they live. Pupils know the names of other countries, for instance, America and Africa, so are beginning to have a wider knowledge of the world around them. They have some idea of climate change throughout the world saying that Australia has summer when it is winter time in England, but do not understand the reasons for this. While discussing environmental issues, they understand that it is to be protected. One pupil commented, 'If we don't it could kill the animals'. Role-play in the 'Travel Agents,' where animals are visited on holiday, gives opportunities for pupils to learn about the countries of the world. The classroom environment enriches this work with world maps, names of countries and pictures of the animals pupils can visit. Photographic evidence indicates that pupils make educational visits. The journey to the 'Cotswold Wildlife Park' is an example, showing travel to the station, observation of animals and lunchtime activities.
111. Pupils in Year 3 and 4 concentrate on local studies with work displayed in the classroom, entitled 'Our Village'. This is illustrated with local landmarks and the streets in which they are to be found. A map of India showing the Tamil district appears in notebooks, but no work is completed to suggest understanding of this area. Year 5 and 6 pupils study a mountain environment. When they compare different environments, work is well illustrated and labelled correctly. They study the formation of mountains, naming the Scottish Highlands as an example of a mountainous area. They are able to describe how it looks and activities that take place there, such as sports and leisure activities. There is little evidence of mapping skills and vocabulary being extended through learning to use specific geographical terms.
112. Subject leadership is new and limited progress has been made beyond ensuring that subject guidelines and a two-year rolling programme are in place. Assessment procedures are in place, but are very new. No evidence of the use of ICT was seen in geography during the inspection or in the work reviewed, and this is unsatisfactory.

HISTORY

113. Standards are average at the end of Year 2 and Year 6 and all pupils, including those with special educational needs, achieve satisfactorily. Standards have been maintained since the last inspection. Pupils in Year 2 remember facts about people in the past, such as Florence Nightingale. Some know that she was born in 1820 and that she was a nurse in the Crimean war. They know that hospitals were very different then in terms of cleanliness. They understand that knowledge about her is gained from a range of resources that include books and photographs. In Years 3 and 4 pupils learn to make use of artefacts to find out about people who lived long ago, such as the Pharaohs. They compare and contrast the lives of ancient Egyptian children with their own lives; for example, that they used papyrus instead of paper and hieroglyphs instead of words. By the time they are in Year 6, they develop their knowledge of ancient Egyptians further. They learn about embalming, death and mummification and the use of death masks. They have

developed a good sense of chronology and knowledge and understanding of a good range of historical periods and events, such as the Tudors, Greeks and Britain since 1948. In their current study of Britain they are enthusiastically learning the distinctive style of dancing of the 1950s in their dance lessons. They are also beginning to discuss the fashion of this time.

114. Only two lessons were seen during the inspection, but these, combined with a review of pupils' work, indicate that the quality of teaching is satisfactory. Teachers have satisfactory subject knowledge and understand the need to relate history to pupils' own experiences. This is successfully achieved through the good use of resources. For example, in the lesson seen in the Year 1/2 class the teacher had borrowed a box of Victorian toys and games from Cheltenham Museum to help pupils understand some of the differences between present day toys and those in past times. Teachers also make good use of book resources to inform pupils of events which happened in the past. Some use is made of ICT for research purposes; for example, the children have used the Internet to find out about Britain in the 1950s and used history programmes for research purposes. Teachers make sound use of pupils' literacy skills; for example, Year 2 pupils wrote questionnaires to find out the kind of toys their grandparents used.
115. The subject leader is fairly new and has many other subject responsibilities. However, she has ensured that an appropriate two-year rolling programme is in place to cater for the mixed-age classes and national guidelines are used to ensure that skills are progressively taught. Sound assessment procedures are in place. Although the school has limited resources for history, it makes good use of Cheltenham Museum's loan service for artefacts and the school's library service for books, videos, slides and documents.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Standards at the end of Year 2 and Year 6 are below average and pupil achievement is unsatisfactory. This is a similar finding to the last inspection for pupils at the end of Year 6 and a deterioration in standards for pupils at the end of Year 2. As at the last inspection, this is partly because there is very little direct teaching of ICT skills. It is also partly because pupils do not have enough opportunities to use computers, ICT is not well used across the curriculum and all of the strands of the curriculum are not covered. Until recently, the computers were old and often did not work. These have been replaced recently by a good number of new and up-to-date machines.
117. Standards by the end of Year 2 are below average. Pupils start the school with some knowledge of the use of ICT, many having learned to use ICT facilities at home as a good number of them have their own computers. Pupils spoken to during the inspection said that they had not used computers very often in school and were not aware of having specific lessons for the use of computers. However, they have learned to word process their work, know how to save using floppy disks and print their own work. They have used graphics programs to create pictures and remember using a programmable robot when they were in their reception year. They have not used ICT to make graphs, to investigate real or imaginary situations or to create text or tables. They have had very limited opportunities to use programmable robots to learn how to give instructions in order to make things happen.
118. By the end of Year 6, pupil achievement has been, and remains, less than expected. This is in spite of the fact that most pupils have access to computers at home and use a good variety of programs, which should ensure a good level of competency. There are a number of reasons for their underachievement. Firstly, they have far too few opportunities to use computers in school. (All pupils spoken to were clear that they had hardly used computers in school in the recent past). The subject is not regularly taught in any class in order to ensure the progressive development of skills and pupils have few opportunities to review or evaluate their work to develop increasing understanding. However, through the few lessons they have had, such as being taught how to use PowerPoint, they are clear about its uses – that it helps them to present their work, gives graphs and shows how to create slide shows. They have used the Internet for history and can load and amend information. In a mathematics lesson, they used a program competently in order to solve mathematical problems. They have used e-mail only on one occasion and have only used control

technology once on a residential trip at the end of Year 5. They have not been taught to use text or tables, or to use sensors to gather data.

119. Although only one lesson was seen during the inspection, it is obvious that teaching over time has been unsatisfactory. In the lesson seen, the teacher made good use of appropriate vocabulary and worked well with pupils in developing their skills in using a graphics program to create repeating patterns. As a result of her good teaching, they concentrated very well and learned to change font size and use the stamp and copy tool. Teachers rarely used computers during the inspection and do not use them satisfactorily to support the other subjects of the curriculum.
120. The subject manager has only been in place a short time and has had many other responsibilities. However, she has improved provision through the purchase of new and up-to-date desk top computers and lap-tops and does much of the teaching of the subject herself. She is aware that there is much work to be done in the subject to improve standards and has ensured its inclusion in the school improvement plan as a priority. The new equipment recently purchased replaced equipment that was not working and very old. In spite of staff training and satisfactory curriculum planning and assessment being in place, staff are not yet confident to teach the subject and standards and provision are unsatisfactory.

MUSIC

121. Only two lessons were observed during the inspection, one in the Year 1/2 class and one in the Year 5/6 class. Further evidence was obtained from assemblies, planning and assessment documents, displays of work and discussion with the subject co-ordinator. Pupils' attainment in music is above average by Year 2 and Year 6 and pupils achieve well. This is an improvement from the last inspection when attainment was satisfactory. Music is becoming a strength of the school.
122. By Year 2 pupils explore different types of sound, the time of music, and differences in the quality of sound, through the subject matter 'rainy weather'. All pupils are able to produce oral sounds describing rain. A link is formed with literacy with appropriate vocabulary when pupils close their eyes and think of a rainy day. Words such as 'splash' and 'pitter patter' emerge. They use sounds, from quiet to very loud, effectively. Pupils make their own percussion instruments during lessons, using tins, beads, counting materials and rice. They use their listening skills effectively and discover that the sounds produced by the new instruments are different depending on the materials used. The activity leads to a performance by the end of the lesson. It is divided into light rain, a thunder section and water music. The music is performed for reception children who share pupils' joy in a successful task. Pupils are stimulated in this activity and kept on task by effective questioning. Pupils achieve well by Year 2. Most can control sounds well when singing and playing as they develop their performing skills. They listen and apply their knowledge and understanding of dynamics, timbre and tempo with a good level of concentration. Pupils respond well to non-musical starting points, enjoying the planned activities.
123. By Year 6, pupils are able to identify songs played on a tape, matching them to a decade ranging from a 1950 piece to the present day. They respond enthusiastically to the music and many pupils join in with the lyrics of songs, especially those played by the Beatles and Abba. Their own 'World Cup rap' is included on the tape, celebrating the success of previous work. Pupils discuss the extracts in groups and comment appropriately, giving their own views, for example, 'it makes you want to dance'. Thus pupils are beginning to communicate the effect of music on emotions. Pupils explore the relationships between sounds and recognise the overall effect of music, commenting on the intention of the composer. They sing with expression and describe, compare and evaluate different kinds of music using appropriate vocabulary.
124. Singing during assemblies is good. Pupils keep time with the music, singing with a sweet tone. Some hymns have actions included and provide pupils with obvious enjoyment. Therefore, they display a positive attitude to music. All pupils have full access to the music curriculum but activities are not adapted for higher attaining pupils or those with special educational needs.

125. Teaching is consistently good across the school. Lessons are well prepared to allow for pupils' understanding and rate of progress. Lessons contain a stimulating variety of activities that are skilfully linked together. Clear introductions, secure teacher knowledge and good questioning techniques are strong features.
126. The subject leader has been in post for a short time, but already manages the subject well. Non-specialists are supported and time is designated to observe lessons. Activities are assessed and records kept indicating pupil achievement. The curriculum is enhanced by a peripatetic teacher who teaches flute to some pupils. Resources are good with percussion and tuned instruments readily available. Relevant books are used in classrooms and the library, but lack of space restricts display and sometimes pupils work in cramped conditions. Extra-curricular activities enhance the subject. They include a music club led by the subject leader, which is well attended, especially by a group of enthusiastic boys. Pupils have the opportunity to join the choir, which is led by a non-teaching member of staff. No evidence of the use of ICT was seen in any work or during the inspection.

PHYSICAL EDUCATION

127. Only two physical education lessons could be observed during the inspection, a games lesson for pupils in the Year 3/4 class, and a dance lesson for pupils in the Year 5/ 6 class. Therefore, as in the inspection of 1997, no overall judgement can be made on standards or quality of teaching and learning. However, in the lessons observed, standards were average in games and pupil achievement was satisfactory, standards were above average in dance and pupil achievement was good.
128. In the games lesson observed, pupils made satisfactory progress in learning to work as a team. Initially they found the tasks of working together difficult, both in using the parachutes and stomper boards, but most quickly realised the need to work as a team in order to be effective. By the end of the lesson, most were able to work in teams of four in order to move across the playground on their stomper boards. They found the lesson enjoyable, especially when the adults demonstrated how not to work as a team! The activity challenged all pupils and proved difficult for some who were not naturally co-operative. Pupils made very good progress in the dance lesson due to the teacher's very good use of resources, demonstration and organisation as well as her very good relationships with the pupils, which motivated and stimulated them to learn. Pupils made imaginative interpretations of 50s-style dances. Their movements were good, well structured and very expressive. They thoroughly enjoyed their dancing and were excited by their involvement in it. This lesson provided well for pupils' cultural and social development through the opportunity to explore aspects of British culture and the opportunity to work in groups. Although no swimming lessons were observed during the inspection, all pupils have regular swimming lessons and swimming records show that all pupils in Year 6 can swim in excess of the national expectation of 25 metres.
129. Leadership and management in physical education are satisfactory. The co-ordinator, who has been in place only a short time, has many curricular responsibilities and has not had the opportunity to develop the subject beyond ensuring that appropriate planning, assessment and coverage are in place. There is a good range of extra-curricular activities, which include a soccer club run by professionals, a sports club and participation in the small schools' competitions for football, netball and sports. The school has also made arrangements for the Cliff Richard tennis trials to take place this term. Literacy skills of speaking and listening are effectively addressed in physical education, and numeracy skills, particularly counting, are also encouraged. There is no evidence that ICT is used to support physical education.
130. There is an appropriate level of staffing to teach the curriculum. However, the accommodation is unsatisfactory and this makes it difficult to teach the subject. The hall is small and used to store many resources, large equipment has to be transported from other parts of the school in order to be used and resources such as televisions have to be moved into classrooms. All these factors create problems for indoor physical activity. Resources and their storage are unsatisfactory. There

is not enough large equipment for gymnastics and games equipment is untidily stored in the shed, which makes it difficult to access.

RELIGIOUS EDUCATION

131. Evidence from lessons seen during the inspection, together with discussions with staff, a review of planning, displays and previous work, indicate that standards are broadly in line with the expectations of the locally agreed syllabus at the end of Year 2 and Year 6. Boys and girls, including those with special educational needs, achieve satisfactorily overall in relation to their prior attainment. Standards are similar to those described in the previous report.
132. By the end of Year 2 pupils know how Christians celebrate Easter and Christmas. They are familiar with some of the stories from the Bible, such as 'Joseph's Coat of Many Colours' and 'The Sower'. They know that Harvest Festival is a time of thanksgiving and are able to write simple prayers of thanks. Pupils begin to learn about the origins of important festivals in other religions. They compare features of religions, such as places of worship, and visit the local church, using appropriate vocabulary to describe the interior. They are introduced to symbolism with candles, referred to as 'The light of the world'.
133. Pupils develop their knowledge and skills of different religions satisfactorily from Years 3 to 6. In a satisfactory lesson in the Year 3/4 class, pupils studied the Hindu religion and learned that Hindu gods take different forms. Books and artefacts were used as forms of reference for pupils, enhancing the learning process. However, some pupils were unsure of their written task as they did not listen attentively during the class discussion. Pupils were challenged during this lesson as they found it difficult to think of the personal characteristics when applied to their individual Hindu god. A sense of fun could be seen at the end of the lesson when they were asked to describe the characteristics of their teacher. A review of work shows that pupils are challenged to express their own views by imagining what Jesus was like as a man and to describe their concept of God. One pupil wrote about Jesus, 'I think he was a helpful man' whilst another pupil writing about God remarked, 'God tells us to keep going in our own direction'. Some good examples were seen in lessons of teachers making good use of opportunities to extend pupils' literacy skills, express their feelings and broaden their knowledge of other religions. For example, in a good lesson on Mohammed in the Year 5/6 class, pupils experienced rejection and were asked to describe how it felt. Some pupils remarked that they felt 'jealous', 'shocked,' 'envious' or 'confused.' These keywords were clearly displayed during the lesson to reinforce pupils' learning. In this age group, pupils have opportunities to write their own prayers on a Harvest theme; for example, one pupil wrote: 'May we treasure the food you give us'. They also learn to compare Christian festivals with Hindu and Jewish festivals.
134. The quality of teaching seen in lessons was good. However, it is satisfactory over time as not enough attention is given to pupils' differing learning needs. Key features in all lessons seen were the good relationships between teachers and pupils and between pupils themselves. As a result, boys and girls of all levels of attainment are confident to share their ideas, secure in the knowledge that both teachers and other pupils value and respect what they are saying. This, together with the good role modelling of teachers and teaching assistants, not only adds to pupils' interest and positive attitudes in lessons but also contributes to the evident respect they show for the values and beliefs of others. In this way, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development. There was no evidence of the use of ICT to support this subject.
135. The leadership of religious education is satisfactory. Resources are widely used and some are borrowed from the local education authority centre. Assemblies are lively. Pupils sing well, generally accompanied by a tape. Visitors from local churches take assemblies from time to time. Pupils respond well, listening to stories attentively. They are eager to join in the dramatisation of stories, miming actions well. Assemblies contain a spiritual element with a time for reflection, usually at the end of the assembly. Pupils make visits to the local church for festivals and to study the building. Such regular links make a useful contribution to pupils' learning about Christian beliefs.

